

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140023 P015B140023

University of California/Regents



Application to the U.S Department of Education

under the

NATIONAL RESOURCE CENTERS AND

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM

2014-2018

Latin American Institute
University of California, Los Angeles

CFDA No. 84.015 A & B

June 2014

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Application for Federal Assistance SF-424			
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <div style="border: 1px solid black; height: 15px; width: 100%;"></div> * Other (Specify): <div style="border: 1px solid black; height: 15px; width: 100%;"></div>	
* 3. Date Received: <div style="border: 1px solid black; padding: 2px;">06/30/2014</div>	4. Applicant Identifier: <div style="border: 1px solid black; height: 15px; width: 100%;"></div>		
5a. Federal Entity Identifier: <div style="border: 1px solid black; height: 15px; width: 100%;"></div>	5b. Federal Award Identifier: <div style="border: 1px solid black; height: 15px; width: 100%;"></div>		
State Use Only:			
6. Date Received by State: <div style="border: 1px solid black; width: 80px; height: 15px;"></div>	7. State Application Identifier: <div style="border: 1px solid black; width: 350px; height: 15px;"></div>		
8. APPLICANT INFORMATION:			
* a. Legal Name: <div style="border: 1px solid black; padding: 2px;">Regents of the University of California</div>			
* b. Employer/Taxpayer Identification Number (EIN/TIN): <div style="border: 1px solid black; padding: 2px;">956006143</div>		* c. Organizational DUNS: <div style="border: 1px solid black; padding: 2px;">0925303690000</div>	
d. Address:			
* Street1: <div style="border: 1px solid black; padding: 2px;">Office of Contract and Grant Administration</div>			
Street2: <div style="border: 1px solid black; padding: 2px;">11000 Kinross Avenue, Suite 211</div>			
* City: <div style="border: 1px solid black; padding: 2px;">Los Angeles</div>			
County/Parish: <div style="border: 1px solid black; padding: 2px;">Los Angeles</div>			
* State: <div style="border: 1px solid black; padding: 2px;">CA: California</div>			
Province: <div style="border: 1px solid black; height: 15px; width: 100%;"></div>			
* Country: <div style="border: 1px solid black; padding: 2px;">USA: UNITED STATES</div>			
* Zip / Postal Code: <div style="border: 1px solid black; padding: 2px;">90095-1406</div>			
e. Organizational Unit:			
Department Name: <div style="border: 1px solid black; padding: 2px;">Latin American Institute</div>		Division Name: <div style="border: 1px solid black; padding: 2px;">International Institute</div>	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix: <div style="border: 1px solid black; padding: 2px;">Prof.</div>		* First Name: <div style="border: 1px solid black; padding: 2px;">Kevin</div>	
Middle Name: <div style="border: 1px solid black; height: 15px; width: 100%;"></div>			
* Last Name: <div style="border: 1px solid black; padding: 2px;">Terraciano</div>			
Suffix: <div style="border: 1px solid black; height: 15px; width: 100%;"></div>			
Title: <div style="border: 1px solid black; padding: 2px;">Professor/Director</div>			
Organizational Affiliation: <div style="border: 1px solid black; padding: 2px;">Regents of the University of California</div>			
* Telephone Number: <div style="border: 1px solid black; padding: 2px;">310-825-4571</div>		Fax Number: <div style="border: 1px solid black; padding: 2px;">310-206-6859</div>	
* Email: <div style="border: 1px solid black; padding: 2px;">terrachano@international.ucla.edu</div>			

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A/84.01B

CFDA Title:

National Resource Centers (NRC) Program
Foreign Language and Area Studies Fellowships (FLAS) Program

* 12. Funding Opportunity Number:

84.015A & 84.015B

* Title:

National Resource Centers (NRC) Program
Foreign Language and Area Studies Fellowships (FLAS) Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

UCLA Latin American Institute National Resource Center and Foreign Language and Area Studies Program 2014-2018

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

[Add Attachment](#)[Delete Attachment](#)[View Attachment](#)**17. Proposed Project:*** a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,412,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,412,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

[Add Attachment](#)[Delete Attachment](#)[View Attachment](#)

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email:

* Signature of Authorized Representative:

* Date Signed:

**U.S. Department of Education
Supplemental Information for the SF-424**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Country:

* Phone Number (give area code): Fax Number (give area code):

* Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/19/2014

Name of Institution/Organization

Regents of the University of California, Los Angeles

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	100252	104460	126667	131953		463332
2. Fringe Benefits	37515	39079	40711	42413		159717
3. Travel	11500	11500	8000	7500		33500
4. Equipment	0	0	0	0		0
5. Supplies	7122	4350	4511	3023		19006
6. Contractual	0	0	0	0		0
7. Construction	0	0	0	0		0
8. Other	107500	104500	84000	79000		375000
9. Total Direct Costs (lines 1-8)	263889	263889	263889	263889		1055556
10. Indirect Costs*	21111	21111	21111	21111		84444
11. Training Stipends	318000	318000	318000	318000		1272000
12. Total Costs (lines 9-11)	603000	603000	603000	603000		2412000

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ X Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2010 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ DHHS (please specify): ☐ DHHS The Indirect Cost Rate is 54 %

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or ☒ X Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 & 0%

Name of Institution/Organization

Regents of the University of California, Los Angeles

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

UCLA LATIN AMERICAN INSTITUTE
National Resource Center
2014-2018

2014-2015 2015-2016 2016-2017 2017-2018

PRIORITY

1. SALARIES

(5% projected increase per year)

A. Administrative

1. Assistant Director, 30% of annual salary (\$65,817) Benefit (Career Staff @ 45% Fringe Benefits)	19,869	20,862	21,906	23,001
2. Graduate Student Assistant, 50% of mo. Salary (\$2,924)	1,462	1,520	1,581	1,645

B. Language and Other Instruction

1. Portuguese Lecturer, 40% of 9 mo. Salary (\$49,994) Benefit (Faculty @ 42% Fringe Benefits)	19,998	20,798	21,629	22,495
2. Quechua Instructor, 67% of \$4,598 mo. salary Benefit (Staff @ 17% Fringe Benefits)	36,968	38,447	39,985	41,584
3. Nahuatl Instructor, 33% of \$4,500 mo. salary Benefit (Staff @ 17% Fringe Benefits)	0	0	17,820	18,533

C. Outreach

1. Outreach Coordinator, 50% of annual salary (\$43,911) Benefit (Career Staff @ 42% Fringe Benefits)	21,955	22,833	23,747	24,696
--	--------	--------	--------	--------

SUBTOTAL

100,252 104,460 126,667 131,953

Fringe Benefits

1. Staff @ 42% or as known	21,211	22,142	23,116	24,134
2. Academic @33% or as known	7,899	8,208	8,530	8,865
3. Staff @ 17% or as known	8,405	8,728	9,064	9,414

SUBTOTAL

37,515 39,079 40,711 42,413

2. TRAVEL

A. Foreign

1. Library Acquisitions Travel	Invitational	2,000	2,000	1,500	1,000
2. Travel to strengthen ties with international univ.	Invitational	2,000	2,000	1,000	1,000
3. Admin. Travel to Professional Meetings LASA: two people @ 1,500 each		3,000	3,000	3,000	3,000

B. Domestic

1. Administrative Travel Directors' meetings, other admin travel		1,500	1,500	500	500
2. Travel to Professional Meetings CLASP: one person @ 1,300		1,500	1,500	1,000	1,000
3. LatAm Librarian Travel to Professional Meetings		1,500	1,500	1,000	1,000

SUBTOTAL

11,500 11,500 8,000 7,500

UCLA LATIN AMERICAN INSTITUTE
National Resource Center
2014-2018

3. LANGUAGE PEDAGOGY AND INSTRUCTION

A. CWL Language Workshops	Absolute	10,000	10,000	10,000	10,000
B. Development of Nahuatl Language Instructional Materials		2,500	2,500	2,500	2,500
C. Development of OPI Testing for Nahuatl		0	0	2,000	2,000
D. Distance Learning Pedagogy Workshop		2,000	2,000	2,000	2,000
E. Development of Adv. Quechua curriculum		1,500	1,500	1,000	1,000
F. Development of Professional Port.		10,000	10,000	5,000	5,000
SUBTOTAL		26,000	26,000	22,500	22,500

4. AREA AND OTHER INSTRUCTION

A. LATC course development grants	Comp. 1	2,000	2,000	2,000	2,000
SUBTOTAL		2,000	2,000	2,000	2,000

5. OUTREACH

A. K-12 teacher training workshops (Absolute Priority)	Absolute	14,000	14,000	14,000	14,000
B. Los Angeles area museum programs	Absolute, Comp.	1,500	1,500	1,500	1,500
C. Summer Library research grants (5@\$1,500 each)	Comp. 1	7,500	7,500	7,500	7,500
D. Seminars with MSI Institutions	Comp. 1	1,500	1,500	1,000	1,000
E. Seminars for community college educators	Absolute, Comp.	3,000	3,500	3,500	3,500
F. GSEIS Programs	Comp. 2	2,000	2,000	2,000	2,000
G. MSI Schools of Ed Programs	Comp. 1 & 2	1,000	1,000	1,000	1,000
SUBTOTAL		30,500	31,000	30,500	30,500

6. LIBRARY

A. Acquisitions		15,000	15,000	5,000	3,000
B. Digitization of unique resources		2,000	1,500	0	0
SUBTOTAL		17,000	16,500	5,000	3,000

7. INTERDISCIPLINARY RESEARCH AND TRAINING

A. LAI Working Groups	Comp. 1	12,000	12,000	12,000	9,000
B. Competitive LAC Research Conferences	Comp. 1	10,000	10,000	8,000	8,000
C. Indigenous Lang. & Cultures Initiatives (\$1K OSU plan)		8,000	5,000	3,000	3,000
D. Latin American Business Outreach		2,000	2,000	1,000	1,000
SUBTOTAL		32,000	29,000	24,000	21,000

8. PROJECT SUPPLIES AND OPERATIONS

A. Project supplies		4,000	2,200	2,500	2,000
B. Postage costs		782	100	171	0
C. Telephone and fax costs		1,000	1,000	1,000	683
D. Copying and printing costs		1,000	710	500	0
E. Communications Cost		340	340	340	340
(Costs charged as direct costs by univ. Billed at \$35.42 per FTE, per month.)					
SUBTOTAL		7,122	4,350	4,511	3,023

TOTAL DIRECT COSTS	263,888	263,889	263,889	263,889
INDIRECT COSTS @ 8%	21,111	21,111	21,111	21,111
TOTAL CENTER COSTS	285,000	285,000	285,000	285,000

UCLA LATIN AMERICAN INSTITUTE
National Resource Center
2014-2018

FLAS FELLOWSHIP BUDGET

ACADEMIC YEAR FLAS

6 graduate awards per year				
Institutional Payment (@\$18,000 each)	108,000	108,000	108,000	108,000
Subsistence Allowance (@\$15,000 each)	90,000	90,000	90,000	90,000
3 undergraduate awards per year				
Institutional Payment (@\$10,000 each)	30,000	30,000	30,000	30,000
Subsistence Allowance (@\$5,000 each)	15,000	15,000	15,000	15,000
TOTAL FOR ACADEMIC YEAR	243,000	243,000	243,000	243,000

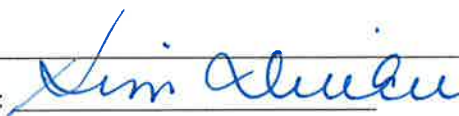
SUMMER FLAS

10 awards each year				
Institutional Payment (@\$5,000 each)	50,000	50,000	50,000	50,000
Subsistence Allowance (@\$2,500 each)	25,000	25,000	25,000	25,000
TOTAL FOR SUMMER 2014-2018	75,000	75,000	75,000	75,000

TOTAL FOR FLAS FELLOWSHIPS	318,000	318,000	318,000	318,000
TOTAL COSTS, CENTER	285,000	285,000	285,000	285,000
2014-18 TOTAL BUDGET	603,000	603,000	603,000	603,000

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: a. contract <u>B</u> b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: a. bid/offer/application <u>A</u> b. initial award c. post-award	3. Report Type: a. initial filing <u>A</u> b. material change For material change only: Year _____ quarter _____ Date of last report _____
4. Name and Address of Reporting Entity: <u>X</u> Prime Subawardee Tier _____, if Known: Regents of the University of California Office of Contract and Grant Administration 11000 Kinross Avenue, Suite 211 Los Angeles, CA 90095-1406 Congressional District, if known: CA-033	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency: Department of Education	7. Federal Program Name/Description: National Resource Centers (NRC) Program Foreign Language and Area Studies Fellowships (FLAS) Program CFDA Number, if applicable: 84.015A & B	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i>	b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature:  Print Name: <u>Kim Duiker</u> Title: <u>Assistant Director</u> Telephone No.: <u>310-794-0165</u> Date: <u>06/30/2014</u>	
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)	

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

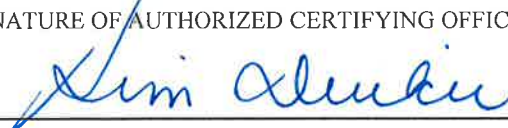
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 		TITLE Assistant Director
APPLICANT ORGANIZATION The Regents of the University of California, Los Angeles		DATE SUBMITTED 6/30/14

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

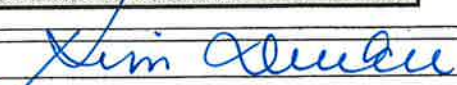
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The Regents of the University of California Los Angeles		
Ms.	Kim	
Duiker		
Assistant Director		
		6/30/14

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

See attached

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

See attached

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: Regents of the University of California, Los Angeles

Name/Title of Authorized Representative (Printed): Kim Duiker

Title: Assistant Director

Telephone: 310-794-0165

Signature:



E-mail: kduiker@research.ucla.edu

Date:

6/30/14

Supplemental Information Requirement 1: Diverse Perspectives in Funded Activities

The UCLA Latin American Institute believes that knowledge is expanded when a field of human inquiry is open to the insights that come from cultural, political, and other forms of diversity and from separate disciplines that share an interest in a particular issue. It is committed to ensuring freedom of expression and dialogue on the spectrum of views and values held by our campus and community constituencies. These principles are embodied in policies governing faculty recruitment, institutional and instructional development, and in the programming of lectures, seminars, research initiatives and outreach activities for which the LAI is requesting Title VI funding.

UCLA recruits faculty whose expertise bridges different fields within and across disciplines. In addition to permanent faculty, the LAI makes strategic use of available funds and special opportunities to invite visiting scholars and speakers to bring a diverse array of voices to debates about critical issues and regions. We have hosted high-level elected officials, supreme court justices, ministers of state, and sitting ambassadors from Latin American countries to the U.S. Visiting scholars from academia also represent a broad range of experiences and perspectives.

As UCLA considers the promotion of diversity among its top priorities, so does the LAI. The LAI is an inclusive unit that seeks to bring different groups of scholars, students, and community members together for the benefit of all involved in the collective learning process. The LAI builds community at UCLA. Latin America is a land of diversity, and the LAI's events on Latin America are equally diverse. The LAI plans its programs to broaden debate and explore emerging topics of national and global interest. Our proposals for interdisciplinary research involve dozens of departments and professional schools, including Law, Education, Management, Medicine, Public Health, and Theater, Film and Television.

Our commitment to outreach to K-12 schools, community colleges, and the general public offers many opportunities to generate debate on how different actors perceive and understand sensitive or divisive issues. The LAI always seeks to have presenters and provide materials that offer differing points of view on issues, and it will continue to work to provide context for the issues so that participants can better understand the basis for different points of view as well as the policy implications of particular positions on an issue.

Supplemental Information Requirement 2: Areas of National Need

The UCLA Latin American Institute offers language and area studies training plus a wide range of resources, programs, and workshops at both the undergraduate and graduate levels to encourage service in areas of national need, including government, international organizations, and NGOs. It supports the teaching of both of the Latin American languages on the Department of Education's priority list: Portuguese and Quechua.

UCLA is home to a State Department Diplomat-in-Residence who regularly speaks to different departments, invites newly-recruited graduates to talk about diplomatic careers, and counsels students taking Foreign Service examinations. UCLA's Career Center organizes information sessions and fairs each quarter to promote careers in government, politics, business, and law as well as the non-profit and social service sectors. Government agencies such as the Department of State, the FBI, and the CIA regularly participate alongside the private sector and the armed services in these fairs. In addition, UCLA regularly hosts industry-specific career fairs such as the Government and Community Fair, Internship Night, the Engineering and Technical Fair, and the Intelligence Community Virtual Career Fair, all of which are designed to connect employers with UCLA's well-trained graduates.

UCLA's Center for Community Learning includes work in the community for students interested in service-oriented careers. In addition, LAS students have regularly taken advantage of UCLA's Center for American Politics and Public Policy (CAPPP) program in Washington, where they take classes at the UC in DC campus and intern in various government and non-profit agencies.

The LAI will continue to develop well-trained Latin American area and language experts, to work through the above programs to facilitate contact between students and potential employers, and to recruit candidates for the FLAS awards whose training and expertise on Latin America will be put in service in areas of national need.

GEPA SECTION 427 STATEMENT

The UCLA Chancellor's 504 Compliance Office (since 1992 the Chancellor's ADA & 504 Compliance Office) was created in 1986 by Chancellor Charles Young. Its continuing mission is to (1) coordinate and monitor campus compliance with requirements of Section 504 of the Rehabilitation Act of 1973 as amended, the provisions of the Americans with Disabilities Act of 1990; (2) provide guidance and evaluate efforts to improve access to campus facilities and programs; (3) develop procedures to identify and correct access deficiencies; (4) advise the campus community regarding compliance related issues and recommend appropriate remedial actions; (5) coordinate the implementation of the ADA transition plan; and (6) field complaints alleging campus noncompliance with ADA & Section 504.

UCLA is one of the most ethnically and economically diverse universities in the nation. Approximately 65% of UG students are non-white, and the G student body includes students from almost 100 different countries, among them nearly 200 students from ten LatAm nations. The university has multiple projects and programs to facilitate access to campus activities and jobs: building modifications to assure access for the physically disabled; a disability computing program that supplies special equipment and services to students, faculty, and employees; and guides/readers for visually impaired students. The "UCLA in LA" program works with campus programs and community groups to involve traditionally under-represented groups including women, the disabled, the elderly, and ethnic and racial minorities in campus activities. The LAI summer workshops for K-12 and community college instructors include participants from Central and East LA and the eastern San Fernando Valley, including many underserved school districts. The UCLA Chancellor's 504 Compliance Office provides guidance and evaluates efforts to improve access to campus facilities and programs; develops procedures to identify and

correct access deficiencies; advises the campus community regarding compliance-related issues; and recommends appropriate remedial actions.

APPLICATION WORLD REGION OR THEMATIC FOCUS FY2014-2017

Africa	<input type="text"/>
Canada	<input type="text"/>
East Asia	<input type="text"/>
International	<input type="text"/>
Latin America & Caribbean	<input type="text" value="XXXXXXX"/>
Middle East	<input type="text"/>
Pacific Islands	<input type="text"/>
Russia/East Europe / Eurasia	<input type="text"/>
South Asia	<input type="text"/>
Southeast Asia	<input type="text"/>
Western Europe / Europe	<input type="text"/>
Other (specify) _____	<input type="text"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input type="text" value="XXXXXXX"/>
Undergraduate NRC and FLAS	<input type="text"/>
Comprehensive NRC only	<input type="text"/>
Undergraduate NRC only	<input type="text"/>
FLAS only	<input type="text"/>

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

Language	Eligible Now? Y/N
Portuguese	Y
Quechua	Y
Advanced Spanish	Y
Nahualt	N

Abstract
UCLA LATIN AMERICAN INSTITUTE

MISSION AND FACULTY: The UCLA Latin American Institute (LAI) is a major regional, national, and international resource on Latin America and hemispheric issues. The LAI has provided an institutional base of support for the University's Latin Americanists since 1959. It currently draws on 160 faculty in over 30 disciplinary and professional fields to produce and promote research on the region. Residing administratively within the UCLA International Institute, the LAI is an Organized Research Unit that houses three centers: the Center for Brazilian Studies, Center for Mexican Studies, and the Center for Argentina, Chile and the Southern Cone. Together with the associated Latin American Studies Inter-Departmental Degree Program, the LAI, a Title VI National Resource Center, promotes interdisciplinary teaching, research, and training on Latin America. The LAI makes research findings available to the international scholarly community, policy-makers, government officials, analysts, journalists, the private sector, and the general public through conferences, workshops, public lectures, teacher training, and publications.

DEGREES AND LANGUAGE TRAINING: The campus offers more than 100 BA, MA, and PhD degree options in Latin American Studies, and language training is available in Spanish, Portuguese, Quechua, and Nahuatl.

OUTREACH: Outreach has long been an integral part of the LAI's mission. Projects are designed to reach broad constituencies, including underserved populations. Among these activities are specialized training for K-12 and post-secondary teachers, conferences, art exhibitions, film screenings and consulting services for businesses, government and the media.

LIBRARY: UCLA shares its superb Latin American library collection of more than 600,000 volumes and 26,000 serial titles with students, faculty, and researchers throughout the world. Most of the holdings are in Latin American languages. The library also has important electronic, film, and media holdings, and is engaged in numerous activities in support of the research and teaching interests of Latin Americanist faculty and students. Access to Latin American research resources is fostered by the LAI publication, the *Hispanic American Periodicals Index*.

LOCATION AND IMPACT: UCLA's location in southern California enhances the impact and development of LAI activities. LA has one of the nation's most diverse populations, as well as a large number of public and private education, business, and cultural institutions with long-standing interest in Latin America. UCLA has been shaped by this environment and has, in turn, trained educators and professionals with expertise to meet local, state, national, and international demands. With its geographic setting, its community and academic resources, and its tradition of commitment to the study of Latin America, the LAI is in a position to use a Title VI grant to respond to local, regional, and national teaching and research needs related to Latin America.

PROPOSAL: The current proposal consists of four major goals: 1) to increase the number of students at UCLA who attain proficiency in less commonly taught languages spoken in Latin America; 2) to increase the number of educators who have the training and resources to incorporate Latin American studies content and language into the K-12 curriculum; 3) to expand access to teaching and research on Latin America, particularly to Minority Serving Institutions and community colleges; 4) to increase opportunities for Latin American scholars to share interdisciplinary area studies research with the UCLA Campus and surrounding communities.

ABBREVIATIONS AND ACRONYMS

AFI	American Film Institute
ARL	Association of Research Libraries
ACTFL	American Council on the Teaching of Foreign Languages
AY	Academic Year
BA	Bachelor of Arts
BRASA	Brazilian Studies Association
BSMP	Brazilian Scientific Mobility Program
CBS	Center for Brazilian Studies
CC	Community Colleges
CMS	Center for Mexican Studies
CACSC	Center for Argentina, Chile, and the Southern Cone
CAPES	Coordenação de Aperfeiçoamento de Pessoal de Nível Superior
CDL	California Digital Library
CFPRT	Center for Primary Research
CIBER	Center for International Business Education and Research
CIDE	Centro de Investigación y Docencia Económicas
CINVESTAV	Centro de Investigación y de Estudios Avanzados del Instituto Politécnica Nacional
CNPq	Conselho Nacional de Desenvolvimento Científico e Tecnológico
CONICYT	Comisión Nacional de Investigación Científica y Tecnológica
CSE	CSULA Charter School of Education
CSULA	California State University, Los Angeles
CWL	Center for World Languages
DOE	U.S. Department of Education
EAP	Education Abroad Program
FAC	Faculty Advisory Committee
FAPESP	Fundação de Amparo à Pesquisa do Estado de São Paulo
FL	Foreign Language
FTE	Full-time Equivalent
G	Graduate(s)
GE	General Education
GS	Global Studies
GSE&IS	Graduate School of Education and Information Sciences
GSR	Graduate Student Researcher
GRPA	Government Performance and Results Act
HAPI	Hispanic American Periodicals Index
HL	Heritage Language
IAS	International and Area Studies
IDIEZ	Instituto de Docencia e Investigación Etnológica de Zacatecas
IDP	Interdisciplinary Degree Program
IDS	International Developmental Studies
IEO	International Education Office
II	International Institute

ILL	Interlibrary Loan
IMCINE	Instituto Mexicano de Cinematografia
IT	Information Technology
LA	Los Angeles
LABA	Latin America Business Association
LACMA	Los Angeles County Museum of Art
LAPOP	Latin American Public Opinion Project
LATC	Languages-Across-the-Curriculum
LASA	Latin American Studies Association
LatAm	Latin America, Latin American, Latin Americans, etc.
LAI	Latin American Institute
LAS	Latin American Studies
LAS-IDP	Latin American Studies Inter-Departmental Degree Program
LAUSD	Los Angeles Unified School District
LCTL	Less (and Least) Commonly Taught Languages
LDC	Lower Division Coordinator
MA	Master of Arts
MBA	Master of Business Administration
MLIS	Master of Library and Information Science
MPH	Master of Public Health
MSI	Minority Serving Institution
NEH	National Endowment for the Humanities
NHLRC	National Heritage Language Resource Center
NRC	National Resource Center
NSF	National Science Foundation
OID	Office of Instructional Development
OPI	Oral Proficiency Interview
ORU	Organized Research Unit
PPT	Power Point
RA	Research Assistant (RAship)
SALALM	Seminar on the Acquisition of Latin American Library Materials
S/CC	Spanish Community and Culture Major
SPH	School of Public Health
S&P	Department of Spanish and Portuguese
STEM	Science, Technology, Engineering, and Math
STLILLA	Symposium on Teaching and Learning Indigenous Languages of Latin America
TA	Teaching Assistant (TAsip)
TAC	Teaching Assistant Consultant
TEP	Teacher Education Program
TFT	School of Theater, Film and Television
UG	Undergraduate(s)
UC	University of California
UC-EAP	University of California Education Abroad Program
UCLA	University of California, Los Angeles
UdeG	Universidad de Guadalajara
UNAM	Universidad Nacional Autónoma de México

UT-LANIC	Univ. of Texas Latin American Network Information Center
WAC	Department of World Arts and Cultures
WAN	Western Alliance for Nahuatl
WG	Working Group

INTRODUCTION

The UCLA Latin American Institute (LAI) is a major regional, national, and international resource on Latin America and hemispheric issues. Since its formal establishment in 1959 as the Center for Latin American Studies, one of the first research centers dedicated to the study of Latin America in the nation, the LAI has supported the training of area specialists, fostered research on the region, and disseminated scholarly advances to regional, national and international audiences through conferences, workshops, public programs, teacher training, and publications. Residing administratively within the UCLA International Institute, the LAI is an Organized Research Unit (ORU) that has a campus-wide mandate, as do each of its three centers: the Center for Brazilian Studies (CBS), Center for Mexican Studies (CMS), and the Center for Argentina, Chile and the Southern Cone (CACSC). Together with the associated Latin American Studies Inter-Departmental Degree Program (LAS-IDP), the LAI, a Title VI National Resource Center (NRC), equips new generations of leaders and educators with the information, perspectives, and skills required for understanding the complexities of Latin American societies, and it enhances knowledge of Latin America in Los Angeles (LA), the state of California (CA), and the United States (US).

UCLA'S COMMITMENT TO LATIN AMERICAN STUDIES 1A. Operation of LAI Programs

The LAI has the strong support of the Chancellor, the Executive Vice Chancellor and Provost, the Vice Provost for International Studies, and the Associate Vice Provost and Director of the International Institute (II). The university's academic plan announced in 2010, "Transforming UCLA for the 21st Century," and the Centennial Campaign that began in 2014, both recognize UCLA's role as an international university in terms of research, exchange, and civic engagement. The LAI is in the vanguard of UCLA's international endeavors.

UCLA provides financial support of Latin American Studies (LAS) in the amount of \$17,494,018 (Table 1.1), as well as space for LAI and faculty offices, utilities, maintenance, museum and library collections, media laboratories, computing and distance learning facilities, and a broad range of support services for students and faculty. An urban university in one of the most diverse cities in the world, the UCLA campus offers a dynamic intellectual environment that promotes innovation in teaching, research, and outreach.

Table 1.1 UCLA Financial Commitment to Latin American Studies, 2012-13	
Category	Amount
LAI Operations	1,758,620
International Institute Support	303,177
Teaching Staff*	
Area Faculty Instruction	9,517,469
Area Teaching Assistants	628,949
Language & Literature Instruction	2,557,510
Language Teaching Assistants	180,083
Library Resources	
Library Staff Salaries	641,000
Library Acquisitions	132,500
Student Support (Fellowships, Grants)	
Fellowships, Grants	1,150,796
Education Abroad Scholarships	623,914
TOTAL	\$17,494,018
*Calculated using % time devoted to LatAm. Includes benefits.	

In addition to the LAS-IDP, the LAI also benefits from interdisciplinary degree programs in International and Area Studies (IAS), Global Studies (GS), and International Development Studies (IDS), as well as various programs of research support offered by the II. The II provides centralized administrative assistance in several key areas: finance and grant management, personnel and payroll, IT, data collection and programming, student advising, space and equipment management, external affairs, and development. The II also offers support to its centers and institutes through competitive Mellon grants (up to \$15,000 per year), as well as funding for field research projects for graduate students (\$50,000 per year). In addition, the II committed \$10,000 for training NRC staff and directors on GPRA measures for the current

has long supported graduate study and research through annual competitions open to students from all disciplines. From 2010 to 2013, the LAI funded 57 G student research projects in the amount of \$114,000 in non-DOE funding.

Through the Lemann Foundation, the LAI has granted 44 student awards for a total of \$238,510 since 2010.

Other types of institutional support for students include computing, tutoring, Internet access, and disability services. The UCLA Career Center offers students numerous counseling services, and graduate school and pre-professional guidance (Nar. 2C).

Table 1.3 LAS Student Support 2012-13	
Category	Amount
Fellowships/RAs	\$1,150,796
TAs/ships	809,032
EAP Scholarships	623,914
TOTAL	\$2,583,742

2. QUALITY OF CURRICULUM DESIGN 2A. Undergraduate Instruction

Through the IAS-IDP, UCLA offers an interdisciplinary BA and a minor in LAS. Table 2.1 summarizes the

program requirements. Preparation for the Major requires six courses, plus two languages at the

Table 2.1 LAS BA Program		
Requirement	BA	Minor
Core Concentration	12 Courses	5 Courses
Prep. for Major	5 Courses	3 Courses
Lang. Proficiency	2 Languages	1 Language
Methodology	1 Course	
Capstone Seminar	1 Course	
Study Abroad	Available	Available
Honors Program	Available	

intermediate level (Spanish, Portuguese, or

Indigenous). Twelve upper-division courses are

focused on the following core areas: 1) societies

and cultures; 2) politics and markets; 3)

humanities and arts; 4) social sciences. The recently reformed major features a capstone senior

seminar in which students produce research papers on a LatAm topic. Majors are encouraged

either to spend a year studying in LatAm or to complete an internship or research project in the

region. The Minor requires three preparatory courses, and five upper-division courses in

Humanities and Arts, and Social Sciences. Knowledge of one language at the intermediate level

is required. From AY 2010-13, LAS awarded 32 BAs and 31 MAs. In AY 2012-13 alone, 19,866

undergraduates were enrolled in LAS language and area studies courses across the campus. In

that same year, UCLA awarded 201 BAs to LAS students in all programs, and an additional 261 had developed concentrations of five or more courses on LAS topics (Nar. 3-4, Tables 3.1, 4.1). In addition to the LAS-IDP, Spanish and Portuguese (S&P) offers an interdisciplinary minor in Mexican Studies, combining language proficiency, a lower division general education course on LatAm, and five upper division courses, from a range of departments, that focus on Mexico.

2B. Graduate Instruction Students study LatAm in many disciplinary programs at UCLA, ranging from the traditional humanities and social science fields to such professional schools as Education, Information Studies, Management, Public Affairs, Public Health (SPH), and Theater, Film and Television (TFT).

Table 2.2 LAS MA Programs			
	Requirement	MA LAS	LAS/Professional
The LAS-IDP graduate degree	Courses	10	9 LAS, 9-18 Prof.
	Fields*	2-3	2-3 LAS, 2 Prof.
programs include two LAS	Pre-requisites	LAS BA	BA in LAS, Prof.
	Language Proficiency**	2 Languages	2 Languages
MA degree plans, articulated	Methodology	1-2	1-4
	Seminars	5-10	5-10 LAS, 5 Prof.
degree programs with	Thesis Option	Yes	Yes
	Comp. Exam Option	Yes	Yes
Information Studies (MLIS)	Time to Degree	1-2 Years	2-3 Years
	Individual Research	Required	Required
and Public Health (MPH), and	Study Abroad	Available	Available
	Internships	Available	Required
concurrent degree programs	*A social science discipline is required.		
	**Proficiency in first language to advanced level and in second language to intermediate level; language courses do not count toward minimum MA course requirement.		

with Urban Planning (MA), Management (MBA), and Education (MA). Table 2.2 summarizes requirements for these degrees. All programs require a core seminar, a social science field, demonstrated proficiency in two LatAm languages (Spanish, Portuguese, Indigenous) and either a thesis or a comprehensive examination. Students entering the program without the required language competence must enroll in language courses until they achieve the requisite proficiency. Students design an individualized program in consultation with a faculty mentor during the first quarter in residence. At the beginning of the second quarter, students select a

three-member LAS faculty committee that reviews the degree plan and serves as the student's thesis or exam committee. In 2012-13, the LAS-IDP MA programs enrolled 16 students, and nine LAS-IDP students received degrees. A total of 27 PhD students with LatAm concentrations received degrees during the same year, and 3,154 graduate students enrolled in LAS courses.

2C. Academic and Career Advising UCLA provides ample advising to students about academic and career opportunities. The II maintains a full-time academic and career counseling office for all area and global studies programs. The student affairs officer who works with LAS counsels students on degree requirements and university regulations, fellowships, internships, research affiliations in LatAm and the US, and career opportunities. The UCLA Career Center maintains a career resources library and offers workshops on job search strategies, résumé preparation, and interviewing, as well as an online job database for students and alumni. It also helps students find appropriate internships in the public and private sectors, both domestically and abroad. Academic advising is also available through the college, the departments, and the professional schools. The International Education Office (IEO), which houses the campus office of UC-EAP, serves as the campus-wide gateway to international education by developing, publicizing, and administering study abroad and student exchange programs. Both the Career Center and the IEO advise students on opportunities for study in LatAm. Finally, the Alumni Association organizes numerous excellent programs for graduates, including the Alumni Mentor Program, Bruin Professionals, Young Alumni Professionals, and Partnership UCLA.

2D. Research and Study Abroad UCLA students have multiple opportunities to study abroad. UC-EAP offers language and area study at 12 institutions in LatAm—Argentina (3) Brazil (4), Costa Rica (1), Chile (2), Dominican Republic (1), Mexico (1)—as well as field research programs at centers in five Mexican cities. In 2012-13, 138 UCLA students participated in these

programs, with the largest number going to Brazil. In the last five years, UCLA has signed student exchange agreements with 12 universities in LatAm (see Table 1.2).

Several departments and institutes have collaborated with UCLA Summer Sessions to develop Travel Study programs in LatAm. S&P has summer intensive language and culture programs in Brazil (FLAS-eligible) and Mexico (Mérida, Yucatan); the Cotsen Institute of Archaeology co-sponsors numerous summer programs in LatAm; the Sociology Department sponsors a summer program in Puerto Rico; and the Center for International Business Education and Research (CIBER), in conjunction with the Center for World Languages (CWL), has organized a Spanish and business program in Peru. All of these programs involve formal arrangements to provide credit for courses taken, as well as pre-travel academic, financial, and personal advising by UCLA faculty, staff, and returning students to help new students adjust quickly to their new learning environment. Students may also design individual field research courses in consultation with a UCLA faculty advisor.

At the graduate level, the LAI and LAS-IDP currently offer 24 fellowships each year (total of \$65,000) for summer research abroad, funded by a Mellon grant and by private donors. These fellowships complement departmental and Graduate Division funds which, combined with external funding, ensure that LAS students have the necessary support to undertake original research in LatAm.

2E. Student Access to Other Institutions' Programs Students who participate in non-UC programs may transfer academic coursework with a grade of C or better toward major, minor and GE requirements as long as the coursework meets UCLA's academic standards and comes from an accredited university recognized by UCLA admissions. Students may apply their federal and state financial aid toward the cost of the program. The IEO assists students in choosing a

reputable program and offers advice on transferring credit.

3. Non-Language Instructional Program 3A. Non-Language Curriculum UCLA's

curriculum offers broad regional and disciplinary coverage of LatAm. Table 3.1 outlines the LatAm area studies curriculum: 102 UG and 28 G core courses with 50-100% LatAm content, and 68 UG and 18 G courses at 25-49% courses in over 24 disciplines taught by 43 core LatAm faculty. Appendix B offers a detailed list of courses with enrollments. The LatAm curriculum in history, geography, ethnomusicology, S&P, education, Chicana/o studies, public health and sociology is especially strong, with significant offerings in other departments. Courses on

Table 3.1 Non-Language Courses, Faculty, and Students, 2012-13								
	Core			Associated			Students	
	Fac.	UG	G	Fac.	UG	G	UG	G
Afro-Am Stud.	1	3	1	-	-	-	99	18
Anthropology	4	8	2	3	2	2	476	31
Art History	4	10	-	1	-	1	377	15
Biology	-	2	-	-	2	-	446	14
Chicana/o Stud.	11	28	-	3	8	2	1036	47
Comp. Lit.	1	1	-	1	4	-	407	0
Economics	1	-	2	3	6	5	591	73
English	-	1	-	2	6	-	187	0
Ethno/Music	1	4	-	3	8	-	620	63
Geography	4	7	1	4	9	3	1700	40
Gender Studies	2	1	-	2	1	-	23	0
History	4	19	8	5	3	2	949	57
LatAm Studies	1	-	4	-	-	-	0	21
Linguistics	1	2	-	-	-	-	27	0
Political Science	1	6	1	1	14	1	2438	18
Sociology	4	6	9	1	4	2	620	120
World Arts/Cult.	2	4	-	1	1	-	82	3
TOTAL	21	102	28	22	68	18	10078	520
Professional Schools								
Education	2	-	5	2	4	6	421	141
Law	-	-	-	-	-	1	0	57
Management	-	-	-	2	-	7	0	529
Public Health	1	1	3	4	-	8	59	160
Theatre, Film & TV	-	3	-	1	2	-	253	1
Social Welfare	-	-	-	1	-	4	0	297
Urban Planning	2	3	-	3	1	4	137	61
TOTAL	3	7	8	13	7	30	870	1246

Mexico and Brazil and regional or comparative courses form the largest segment of the curriculum. Students who wish to focus on a particular country in a field without a regular course are encouraged to develop individual or group directed studies courses in consultation with faculty. Since 2010, a period of lean budgetary years in California, UCLA has hired eight tenured or tenure-track LatAm faculty members (not including lecturers, faculty fellows, and visiting

professors) in Art History, Chicana/o Studies, Medicine, Sociology, Public Health, Public Policy, and Urban Planning. They constitute an excellent contingent of new faculty members working on diverse aspects of LatAm culture and society (App. C). At present, searches are being planned to

fill the recently endowed E. Bradford Burns Chair in History, and the Marilyn Beaudry-Corbett Chair in Mesoamerican Archaeology.

3B. Professional School Curriculum Table 3.1 also lists by field the 16 LAS faculty and 52 courses enrolling 2,166 students in seven professional fields. Curricula in public health, urban planning, social welfare, and management are particularly strong. Since many faculty in the professional schools have disciplinary and interdisciplinary training, as well as joint appointments in a department, they frequently develop interdisciplinary courses in their fields.

3C. Specialized Course Coverage Appendix B provides evidence of the depth of UCLA's specialized course coverage in key disciplines, with broad topical coverage of LatAm in history, society and culture; politics and law; migration and education; race, ethnicity, and identity; literature, film, music, and the arts; public health, psychology, and medicine; biology, geography, and the environment; economy and international trade; pre-Columbian art and archaeology; and a range of comparative studies. All LatAm countries are included in the curriculum, but, as indicated by the country specializations of faculty (Table 3.2), the Mexican, Brazilian, Southern Cone and comparative LatAm components are particularly strong. However, the number of courses on Central America and the Caribbean is increasing, as is student demand for courses in these areas. In fact, many faculty have expertise in multiple LatAm regions and countries, regardless of their specific research projects.

3D. Interdisciplinary Courses UCLA encourages interdisciplinary research and teaching at all levels. The university has multiple interdepartmental degree programs (IDPs), including the UG and G programs in LatAm Studies. Joint faculty appointments involving two departments are increasingly common (see App. C), and interdisciplinary and cross-listed courses have become a central feature of LAS teaching and research at both the undergraduate and graduate levels. All

departments have variable or special topics courses at both the UG and G levels that allow faculty to offer interdisciplinary courses that do not form part of the regular curricular structure of the discipline. The required LAS-IDP core graduate course, LatAm Scholarship, provides students with knowledge of research methodologies from a number of different disciplines and encourages disciplinary boundary crossing. Students who find that no single major accommodates their specific interest in a given subject may propose designing their own interdisciplinary major. The LAI's research centers are intended to serve as catalysts for the development of interdisciplinary courses and research. The LAI also sponsors several working groups (WG) each year, consisting of faculty and students who meet periodically to study focused, interdisciplinary research topics. This framework offers flexibility for the development of collaborative activities throughout the College and with professional schools (App. B).

3E. Teaching Faculty Table 3.2 shows the current

primary research focus of the 160 Core and Associated teaching faculty. The LAI supplements campus strength by bringing visiting faculty and scholars to campus.

Visitors' participation in academic programs ranges from short visits (for public lectures, conference presentations or lectures in LatAm classes) to multiyear residencies as

visiting professors or scholars. Such visitors allow UCLA to fill topical or disciplinary gaps, expand the breadth of regular courses, and develop collaborative research and teaching projects. Short-term visitors are not included in the faculty listings found in the tables or appendices (Nar. 8B). Nearly every department and professional school has one visiting professor who contributes to the curriculum. Each year, the LAI enjoys the residency of at least one "visiting scholar," often

Table 3.2 Faculty Research*			
Country	No.	Country	No.
Argentina	9	El Salvador	3
Brazil	26	Guatemala	3
Chile	2	Mexico	71
Colombia	1	Nicaragua	1
Costa Rica	1	Haiti	3
Cuba	5	Peru	5
Dom. Rep.	2	Puerto Rico	2
Ecuador	5	Comparative	21

*Many faculty work on more than one country; the table gives major research focus (see App. C).

from Latin America, who is assigned office space and library privileges, and contributes to the intellectual community of the LAI. In addition, many departments, such as History and S&P, appoint recent PhD's as temporary "Faculty Fellows" to teach in their regular programs of instruction. These fellows bring fresh research findings and perspectives into the curriculum.

3F. Pedagogical Training for Teaching Assistants TAs in all UCLA courses must enroll in pedagogical seminars in their field and training workshops offered by OID. These classes, which are tailored to the needs of each department, examine topics ranging from grading and educational technologies, to teaching methods, gender/ethnic diversity, and teaching strategies for students with special needs. TAs practice teaching, discuss pedagogical strategies, hear advice from experienced TAs, and learn about departmental procedures and guidelines. They learn techniques that are specific to their discipline, as well as general principles of good teaching. UCLA requires video-taping and evaluation of TA sections and offers a series of tutorials on diverse pedagogical and professional issues. It publishes a TA handbook and guide to pedagogical resources, and produces a series of videos on basic principles of learning and their application in actual university classes. OID also offers instructional mini-grants for TAs plus on-going support through the TA Consultant Program. In addition to department-specific seminars, OID organizes a campus-wide TA Conference in the Fall as a means to help both new and experienced TAs improve their teaching skills.

4. LANGUAGE INSTRUCTIONAL PROGRAM **4A. Extent of Language Instruction** Through S&P, UCLA offers the BA in Portuguese, Portuguese Linguistics, Spanish, Spanish/Community and Culture (S/CC), Spanish and Portuguese, and Spanish Linguistics, as well as minors in Mexican Studies, Portuguese, Spanish, and Spanish Linguistics. The S/CC major combines advanced study of the language with service learning. S&P offers the MA in both Spanish and

Portuguese, with concentrations in either literature or linguistics, and a PhD in Hispanic Languages and Literatures, again with concentrations in Spanish or Portuguese and linguistics or literature. Course offerings range from beginning language courses to advanced graduate seminars.

Table 4.1 shows enrollments in language courses during AY 2012-13 and summer 2013. It includes courses in literature, culture and linguistics, which enhance students' language skills

while allowing them to pursue other

academic and intellectual objectives.

The numbers for summer include the

students who participated in the

university's summer programs in

LatAm as well as in intensive

Spanish and Portuguese courses at

UCLA (see Nar 1D, 8A; App. B).

Table 4.1 Courses in Lang, Lit, & Ling, 2012-13				
Course	Sect.	UG	GR	Su
Beginning Portuguese	2	30	2	-
Intensive Beginning Port.	7	42	30	27
Intermediate Portuguese	1	15	3	-
Brazilian Literature	12	41	19	-
Portuguese Linguistics	7	31	7	3
Brazilian & LA Culture	7	115	19	36
Port. Teaching Practicum	3	-	5	-
Beginning Spanish	45	2147	235	1226
Intensive Beg. Spanish	2	-	-	252
Intermediate Spanish	8	477	188	129
Adv. Grammar and Comp.	12	675	14	78
Spanish American Literature	23	343	215	130
Spanish Linguistics	18	180	54	95
Spanish American Culture	13	154	0	69
Span. Teaching Practicum	9	0	104	-
Beginning Quechua	3	10	18	-
Other	-	43	3	-
Totals	172	4303	916	2045

Enrollments in Portuguese have grown considerably in the past decade, from a total of 355 students in 2000-01, to 555 in 2008-09, to 656 in 2012-13, including the intensive summer session course sequences offered both at UCLA and in S&P's program in Salvador, Bahia. In response to this increased demand, S&P has appointed a full-time lecturer trained in language teaching methodology to teach intermediate and advanced language courses and to help develop the advanced sequence of courses. For nearly a decade, the Brazilian Ministry of Foreign Affairs' "Leitorado" program has offset the cost of the instructor, and has organized a pool of talented teachers who compete for the position. UCLA normally offers intensive Portuguese and Spanish during the summer (Bud. 1B.1).

The LAI proposes to continue to support and promote Portuguese instruction on campus, and to advance the teaching of intermediate and advanced Portuguese by developing a Portuguese-language course for Professionals, in collaboration with S&P and professional schools, through partial support for a full-time lecturer trained in language-teaching methodology (Bud. 3F). The LAI has secured start-up funds for this course from a UCLA Mellon grant, awarded competitively by the new UCLA Humanities Language Alliance. The CBS Director, Karin Nielsen, a native speaker of Portuguese from Rio de Janeiro, is leading this initiative.

UCLA also offers regular instruction in Quechua (three levels) by a native-language speaker, Professor Luz María de la Torre, through S&P under the Indigenous Languages of the Americas rubric. The LAI proposes to continue to offer Quechua, and to enhance instruction in the language by supporting curricular development for the creation of a fourth level (quarter) of advanced Quechua (Bud. 1B.2; 7C). In addition, Professors Munro and Terraciano offer a cross-listed seminar on “Zapotec Texts and Languages” (Ling.M238/Hist.M266) to G students, and Terraciano offers classical Nahuatl to graduate students as an independent study course (596), scheduled to become a G-level 3-course sequence beginning in 2015.

The LAI proposes to request funding for instruction in contemporary Nahuatl, in collaboration with UC Berkeley, Stanford University, and the University of Utah. We directors of the four LatAm centers have agreed to work together to achieve four concrete objectives: 1) to develop high-quality curricular materials, involving the translation into English of already existing Spanish-language resources, and the participation of linguists who are expert in Nahuatl and/or Uto-Aztecan languages; 2) to create assessment measures for testing students in Nahuatl (OPI test); 3) to create an annual pedagogical workshop for native-language instructors, with training in distance-learning methodologies and technologies; and 4) to offer AY courses in the

language, taught by native-language instructors, by year 3 of the grant (Nar. 8A, Bud. 1B.3; 3B; 3C; 7D). We propose to use Title VI funds for these four activities. Our consortium, which we call the Western Alliance for Nahuatl (WAN), plans to share the costs of the first three activities. The fourth activity, instruction, will vary with the needs and resources of each campus. UCLA is partnering with Stanford, as both schools are on a quarter system, to share the cost of a native-language instructor, who will lead or participate actively in combined on-site and distance-learning courses coordinated by both campuses (Nar. 8A; Bud. 1B.3.) At UCLA, the courses will be offered through the LAS-IDP. Native-language instructors will be recruited from the Instituto de Docencia e Investigación Etnológica de Zacatecas (IDIEZ), the only center for the training of Nahuatl instructors in the world, which offers a FLAS-eligible summer course through Yale University. The Director of IDIEZ has allowed WAN organizers to use its Spanish-language instructional materials as the basis of a curriculum, and will facilitate the recruitment of qualified IDIEZ graduates, who come mainly from the Nahuatl-speaking Huasteca region of Mexico. In addition, the LAI has obtained UCLA Mellon funding for a pilot summer course in Nahuatl, offered through the LAS-IDP in Summer 2015 (Nar. 8A, Bud. 1B).

Finally, WAN will organize an annual conference, modeled on the successful event at Yale. The meeting will rotate each year between the four WAN universities; each is committed to use internal funds to host the meeting once every fourth year, which will promote faculty and student research on the language, build collaborative relationships between participating institutions, and provide the forum to include other institutions in the future, such as CSULA. It will also provide the context for WAN members to plan their complementary activities over the grant cycle (Nar. 8A-B; Bud. 7C).

4B. Instruction in Non-Language Disciplines All literature courses in S&P, except for

literature in translation, are taught in the target language. Some graduate programs allow and encourage instruction and written assignments to be done in Spanish or Portuguese. The LAI has provided funding to develop several UG and G courses taught in Portuguese or Spanish, including the sociology of development, Indigenous culture in the Andes, Mexican-U.S. migration, and Brazilian social thought. The LAS-IDP and SPH have offered cross-listed courses in Spanish on HIV/Aids in LatAm. We propose to continue this language-across-the-curriculum (LATC) instruction in the coming cycle (Nar. 8B; Bud. 4A).

4C. Sufficiency of Language Faculty S&P has 13.5 ladder faculty members, including eleven who are involved in LatAm teaching or research, as well as four faculty fellows and lecturers who teach diverse levels of language and culture courses. The department chair, Randal Johnson, former Director of the LAI, is a Brazilianist. Four current tenured faculty members and one lecturer teach Portuguese, and the others teach Spanish. The department also currently employs 40 TAs per year, seven who teach Portuguese (App. B).

4D. Pedagogy Training for Proficiency-Oriented Instruction Prior to entering the classroom, S&P requires all TAs to attend a week-long training program in language-teaching methodology organized by the lower division language coordinator (LDC). In addition, new TAs must enroll in a quarter-long seminar focusing on foreign language teaching methods. The seminar requires substantial reading in the areas of first and second language acquisition, history of FL teaching methods, and cultural competence theory. TAs are required to prepare extensive lesson plans and are trained in the preparation and evaluation of assessment instruments. They are also required to perform a series of "micro-teaches" that are evaluated by the LDC and by their peers. During the first year of teaching, new TAs are observed and receive feedback from the Teaching Assistant Consultant (TAC), they are videotaped and required to perform a self-

critique and receive feedback from the LDC and TAC, and they receive a formal written observation and evaluation from the LDC. The LDC observes and evaluates all TAs at least once per AY. The LDC and S&P's UG Studies Committee closely follow the progress of all TAs.

The LAI works closely with the CWL, which provides training for language faculty and TAs in performance-based pedagogy, conducts research to increase understanding of second language acquisition, teaching, and assessment, and develops innovative approaches to language teaching and learning. CWL is involved in distance learning projects, heritage language (HL) education, the Language Materials Project, and the development of study abroad opportunities. LatAm language faculty and TAs attend CWL's regular symposia on language-related issues. CWL facilitates instruction for LCTLs, collaboration to develop content-based instruction, and the support of research and teacher education.

In 2006, CWL was awarded a Title VI grant to found the National Heritage Language Resource Center (NHLRC), devoted to research, curriculum design, materials development, and teacher education for HLs. Knowing how to teach HL-speakers is essential for most languages taught at UCLA, but particularly Spanish, which is spoken at home by nearly 4 million LA County residents, according to the U.S. Census Bureau. In recognition of the increasing importance of HLs, the LAI requests funding to support an initiative by the NHLRC to create an online certificate program for teachers of HLs. Professional training in HL pedagogy is still underdeveloped; there are no HL credential programs or textbooks that address this issue. The online certificate will help fill this gap (Nar. 8A, Bud. 3A).

For the instruction of Indigenous languages, we make use of campus resources and also connect with national and international programs and organizations that address issues of pedagogical training. The LAI plans to support the international symposium on Indigenous

Languages and Cultures of Latin America, held in conjunction with the Third Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA), at The Ohio State University in October of 2014. UCLA's Quechua instructor and the LAI Director will participate in the symposium. Likewise, our proposal for Nahuatl includes pedagogical and distance-learning technology training, designed especially for native-language speakers (Nar. 4A: Bud. 2B.1-2; 3D; 7C).

4E. Adequacy of Language Learning Resources S&P makes use of 40 different classrooms and 30 faculty and TA offices, plus administrative offices, computer rooms and a publications office where graduate students produce the journal *Mester* (founded in 1970), which publishes articles on LatAm literature, as well as Portuguese and Spanish linguistics. UCLA has a state-of-the-art instructional media lab where students can study individually or in groups as well as a media center that promotes the use of technology to enhance foreign language learning, the integration of language and disciplinary training, and the use of appropriate technologies in language and area studies courses. These facilities house an extensive collection of authentic audio and visual materials in Spanish and Portuguese and a smaller collection of Quechua materials on CD-ROM, tape, laser disc, and DVD that enable students to develop disciplinary knowledge in LatAm languages. A number of campus organizations and programs also provide opportunities for informal language learning. Spanish and Portuguese language classes are enhanced with various levels of technology. All instructors maintain a course page on UCLA's course management system (Moodle), which provides students with class materials, lectures (PPT), and links to an electronic workbook, videos, discussion boards, podcasts, and instructors' virtual office hours. Students receive regular and consistent feedback as all assessment scores are posted in UCLA's electronic grade book, which academic advisors can also access. All TAs are

trained throughout the year in the use of available technology.

4F. Language Proficiency Requirements Language instruction is a central feature of LatAm disciplinary, interdisciplinary, and professional degree programs. All modern language courses at UCLA offer proficiency-oriented instruction and assessment. Proficiency objectives for Spanish and Portuguese at the end of second year of university-level coursework include performance equivalent to Intermediate Mid for production skills (i.e., speaking/writing) and Intermediate High for receptive skills (i.e., listening/reading) on the ACTFL Oral Proficiency Testing scale. Assessment instruments are communicative and proficiency-oriented, assessing students' ability to read and understand authentic texts, and to listen to and understand authentic speech samples. They also assess students' oral and writing skills and determine the level of mastery of lexical items and grammatical structures, as well as the ability to produce them appropriately in context. Cultural competence is an additional proficiency objective in each language course. The department expects superior proficiency after four years of instruction.

5. STRENGTH OF LIBRARY 5A. Library Holdings

The UCLA Library, one of the top ten ARL research libraries in North America, houses one of the top five Latin American collections in the country. Latin American holdings, which are housed across the campus-wide network of libraries, serve the needs of faculty, graduate and undergraduate students, scholars and the community. The collection's strengths lie in the core humanities and social sciences disciplines; additional complementary collections in urban planning, medicine, management, public health, library and information science, and law support UCLA's professional programs. Other resources for faculty and students available across campus include the Chicano Studies Research Center, the Film and Television Archive, Instructional Media Collection and Services, the Institute for Social Research, the Social Science Data

Archive, and the Humanities Consortium Reading Room.

The collection includes a wide range of formats: print books and journals, electronic journals, databases and data sets, digital resources, manuscripts, photographs, ephemera, newspapers, government documents, maps, videos, and sound recordings. The Henry J. Bruman Map Collection, for example, has historical strengths in pre-1945 maps of Latin America, many of which have been digitized and made available through the UCLA Digital Library.

The library's collection is primarily in Spanish, Portuguese and English, but materials are acquired in all languages, including Indigenous and Creole languages of the region. English represents about 10% of the premier collections on Argentina and Brazil and 20% of the collection on Mexico. We also acquire materials in a number of LatAm Indigenous languages, including: Aymara, Cakchiquel, Guaraní, Mayan, Mapuche, Nahuatl, Quechua, and Quiché.

Table 5.1 UCLA Library Holdings

Category	2014
Number of Volumes	#####
Current Serial Titles	112,385
Electronic Journals	52,840
Manuscripts & Archives	213,077
Microform Units	6,351,716
Cartographic Materials	549,543
Sound Recordings	283,805
Video and Film	26,673
Graphic Materials	3,891,216
Computer Files	21,231

Latin American Collection

Number of Volumes	632,000
Current Serial Titles	25,952
Electronic Journals	1,717

The library continues to focus on increasing the availability of digital content. The California Digital Library (CDL) and the UCLA Library provide access to more than 90,000 electronic journals and 700 licensed database and electronic packages, as well as other digital resources unique to UCLA. Among the licensed digital resources with Latin American content available to researchers are the Hispanic American Periodicals Index (HAPI), EcoAmericas, Gale World Scholar, Latin American Women Writers, Global Commodities, Digital National Security Archive, CIAO: Columbia International Affairs Online, JStor, ArtStor, Sociological Abstracts, Lexis-Nexis Academic, Project Muse, Access World News and Business Source Complete.

Unique to UCLA is the Frontera Collection of over 20,000 digitized 78 rpm recordings of Mexican popular music recorded between 1905 and 1955. The UC EScholarship repository includes many born-digital papers, articles and journals, primarily by UC authors. Sources for data include the Latin American Public Opinion Project (LAPOP), Latinobarometer, the Brazilian census and household survey data and many Inter-University Consortia for Political and Social Research data sets, all available through UCLA's Social Science Data Archive.

One of the digital resources mentioned above, HAPI, is the mainstay of the LAI's publications program. HAPI is an essential research tool for students and faculty across the nation. It currently has 400 institutional subscribers and will celebrate its 40th anniversary in 2015. Over the past three years HAPI has undertaken two large-scale projects: the creation of an online editorial management system which involved rebuilding the HAPI database and streamlining editorial workflow; and a complete redesign of the HAPI website drawing on current web design best practices and integrating responsive design for tablets and mobile users.

The Online Archive of California provides online access to significant primary resources at repositories throughout the state, allowing users all over the world to browse, search and discover by using detailed archival finding aids. The Library's Center for Primary Research (CFPRT) trains graduate students in archival methods in order to make lesser-known collections available and teach future scholars about using archival resources. UCLA's Special Collections has significant Latin American holdings, among them: the Byron McAfee papers on Nahuatl language materials, the Tulancingo (Hidalgo, Mexico) Manuscript Collection, 1567-1882; the Arthur J.O. Anderson Collection of Nahuatl language materials; the Frederick Starr Papers on Mexican anthropology; and one of the nation's best collections of Brazilian cordel literature.

5B. Financial Support for Library Acquisitions and Staff The UCLA Library has a total annual operating budget of \$50,171,357 and employs a staff of 407 plus more than 120 part-time student workers. The library's salary and benefits budget totals more than \$36,028,725. Specialists include one FTE librarian and .50 FTE staff who devote most of their time to Latin American studies. Approximately 7.0 FTE additional professional and support staff provide acquisitions, cataloging, preservation and digital services to Latin American materials or perform reference, information literacy and access services to users of the Latin American collections. In 2012-2013, library expenditures for all materials were more than \$13,812,143; expenditures for the Latin American collection was \$132,500. The LAI and the Library provide funds of approximately \$4,500 annually to support acquisition trips to the region and specialist attendance of professional meetings and conferences.

5C. Student Access to Research Materials at Other Institutions The UCLA Library is part of an extensive network of libraries whose holdings are available via formalized interlibrary loan (ILL) agreements. UCLA provides its primary users with subsidized (free) interlibrary borrowing from institutions throughout the world. More than 37,951 requests were made to other institutions in 2012/2013. The holdings of all ten UC libraries appear in MELVYL, the online catalog of the UC campuses, and faculty and students seamlessly link to digital resources and the holdings of other libraries via UC E-links and request material from other campuses via an online REQUEST system. In addition, the Latin American bibliographer, through active collaboration and professional networking, assists users to locate and request materials not held at UCLA.

5D. Access to LatAm Collections at Other Institutions The UCLA Library has the most comprehensive LatAm collection in Southern California and serves as a regional, state and

national resource in a number of subject areas. Scholars in the region make heavy use of the library collection both on site and through interlibrary loan. UCLA is a major lender, filling approximately 33,224 interlibrary loan requests from outside libraries each year.

The Library is a member of the Center for Research Libraries (CRL) and the Latin American Microform Project (LAMP), a preservation program that funds the acquisition and microfilming of important archives, newspapers, journals and other research material from or about Latin America. UCLA is also a member of the Latin Americanist Research Resources Project (LARRP), a consortium of 55 major North American and Latin American research libraries that seeks to develop a distributed system of collections to provide greater access to Latin American scholarly resources. The project sponsors the Latin American Open Access Portal, an OAI-PMH scholars' portal to Latin American social science grey literature produced by research institutes, non-governmental organizations, and non-commercial entities in the region. It also sponsors the Latin American Periodicals Table of Contents (LAPTOC), a searchable web database that provides access to the table of contents of more than 900 journals published in Latin America. As a participating institution, UCLA users may request materials from all of these sources.

5E. Collaborative Projects The UCLA Library is a leader in a number of national and international cooperative library projects that impact resources in the region. It served as the lead institution for the Department of Education-sponsored project, "Mining Hidden Gems: Building a Latin American Open Archives Portal for Scholars," in collaboration with UT-LANIC and 53 other research libraries. The CDL also partners with units at the 10 UC campuses to apply innovative technology to manage scholarly information and support of its mission to facilitate and support scholar-led innovations in scholarly communication. The eScholarship Repository is a highly visible, easily searchable digital collection. Its 67,000+ papers have resulted in almost

20 million views to date. The records may also be harvested by LAOAP to be searched with information from other Latin American repositories.

The UCLA Library participates in several cooperative programs that leverage networks of collections to provide greater access to shared resources. The California statewide consortium CALAFIA cooperates in a wide range of collection development activities. All journals indexed in the LAI's HAPI are collectively held in CALAFIA libraries, which include not only UC campuses, but also Stanford and the University of Southern California. Through formal state and national cooperative programs, UCLA has collection responsibility for imprints from the Mexican border state of Baja California and for Argentina (primarily monographic materials) and is accordingly building national resource collections in those areas. (Nar. 8F, Bud. 6).

6. Quality of Staff Resources **6A. Faculty and Professional Staff** The breadth of talent and many accomplishments have earned the LatAm faculty an international reputation for excellence in research, publications, teaching, and service. UCLA has 87 core faculty in area studies and 13.5 in language and literature (in addition to four full-time lecturers and four faculty fellows). Seventeen LAS faculty have received prestigious university distinguished teaching awards, and others have received international honors such as the Brazil's Order of the Southern Cross, Mexico's Order of the Aztec Eagle, and Peru's Great Cross of the Order of Merit. Faculty quality is also evidenced by multiple honorary degrees, book awards, and research grants from such foundations and agencies as NEH, NIH, Fulbright, NSF, Guggenheim, Mellon, and Ford. In 2012-13, UCLA LAS faculty, whose qualifications are summarized in Appendix C, held well over \$5 million in extramural funding, not including Title VI funds.

Kevin Terraciano, an accomplished scholar of early LatAm history who specializes in the study of Mesoamerican writings, languages and cultures, has served as Director of the LAI since

July, 2010. A former chair of the LAS-IDP and Associate Director of the LAI, Terraciano has a close working relationship with colleagues in disciplines across campus. Bonnie Taub (Public Health and Anthropology) became Chair of the LAS-IDP in 2011. The LAI Director and the Chair of LAS-IDP both report to the newly established Senior Associate Vice Provost and Director of the II, who works with the Vice Provost for International Studies to oversee the II's multiple units. The new II Director's position represents the university's commitment to fortifying leadership and coordination within the II, which consists of more than 30 centers. Rubén Hernández-León (Sociology) heads the CMS; Karin Nielsen (Medicine) directs the CBS; and Verónica Cortinez (S&P) directs the LAI's CACSC. The LAI also organizes yearlong Working Groups (WG) of faculty dedicated to specific research issues. One permanent WG, founded by an endowment, is the Cuba and Caribbean WG, soon to become a full-fledged program of the LAI.

The LAI has a nine-person full-time staff with extensive training and technological and linguistic expertise. It comprises four BAs, three MLS's, one MS, and one MA, plus a number of student assistants hired to support its diverse range of activities (see Table 6.1 and App. C). The II provides centralized administrative support to all international centers in several functional areas: finance and grant management, personnel and payroll, website design and information technology, data collection and programming, student affairs, space and equipment management, public affairs, and development. The centralization of such support has resulted in increased efficiency and significant economies of scale.

Table 6.1 Administration and Outreach Staff

Faculty: 10		LAI Staff: 9	International Institute: 17
Director, LAI	Kevin Terraciano	Librarians (3)	External Affairs Director
Chair, LAS IDP	Bonnie Taub	Assistant Director	Media Relations Coord.
Research Center Directors		Program Representative	Development Officers (4)
		Outreach Coordinator	Data Analyst
		Publications Assistant	Webmaster
		Administrative Assistant	Multi-Media Editor
Argentina	Verónica Cortinez	Programmer	IT Support Staff (3)
Brazil	Karin Nielsen		Budget Analysts (3)
Mexico	Rubén Hernández-León		Academic Counselors (3)
Working Group Chairs			Staff Writer
Robin Derby	Randal Johnson		
Reza Jarrahy	Jorge Marturano		
Leisy Abrego			

6B. Professional Development Opportunities for Faculty and Staff Faculty can apply to

diverse intramural sources for research and travel grants as well as funding for course development, workshops, research seminars and conferences. They earn a one-quarter sabbatical at full pay every three years for research and the expansion of professional skills. The Academic Senate offers annual competitive research grants in amounts ranging from \$1,000 to \$10,000, and it funds travel to one conference annually, domestic or overseas. LatAm faculty are eligible for LAI grants for research, conferences, working groups, public programs, and course development activities related to LatAm. The LAI encourages staff to travel to professional meetings such as LASA and SALALM and to attend professional development, language, and area studies programs. Staff members receive reduced enrollment fees and release time to attend courses and technical development workshops.

6C. Faculty Commitment to Teaching, Supervision, and Advising of Students The 160

faculty from more than 30 departments and professional schools have the following commitment to LatAm teaching, supervision, and student advising: 35 at 100%, 52 at 50-99%, 23 at 26-49%, and 50 at 25%. Forty faculty members currently participate in the LAS-IDP as mentors or advisors to UG and G students and members of LAS-IDP curriculum, fellowship, and admissions committees (see App. C).

6D. Faculty Participation in LAI and LAS Oversight Primary responsibility for LAI

oversight belongs to the Faculty Advisory Committee (FAC), which has representatives from schools and departments across campus (Table 6.2). The members of the FAC, nominated annually by the LAI Director and appointed by the Vice Provost for International Studies, represent the breadth of LAI's interdisciplinary agenda and the range of disciplines engaged in LAS. In recent years, the committee consists of 20-25 members, chaired by a colleague other than the LAI or Center Directors. The last three chairs have come from Medicine, Law, and

Table 6.2 Advisory Committees

LAI		LAS-IDP	
Art History	Medicine (2)	Geography	Public Health
Chicano/o Studies	Public Health (2)	History (2)	Sociology
Geography	Sociology	Medicine	Span/Port (3)
History (2)	Span/Port (4)	Political Science	Urban Planning (2)
IRLE-Labor Center	Urban Planning		
Law			
CMS		CBS	
Art History	History	Dentistry	Literature
Chem & Biochemistry	Medicine	Engineering	Medicine
Economics	Span/Port	Geography	Span/Port
Ethnomusicology	Urban Planning	History	Urban Planning
CACSC			
Chicano/o Studies	Medicine		
Economics (2)	Span/Port (3)		
International Management			

Comparative Literature. It meets quarterly to advise the Director on general policy and such specific issues as outreach and programmatic activities. The LAS-IDP is chaired by a LatAm faculty member who also serves as the LAI's Associate Director. The IDP also has an inclusive FAC, comprising faculty from diverse departments and professional schools. The committee meets at least quarterly to review the UG and G programs and to establish policy in consultation with the program chair. The three LAI centers each have representative FACs that meet with the Center Directors to discuss programmatic and budgetary issues. The LAI Director serves on the LAS-IDP FAC and ex-officio on the three centers' FACs. More than 40 different faculty

members from a broad range of disciplines serve on LAI advisory committees (Table 6.1).

6E. Staffing for LAI Administration and Outreach As indicated in Table 6.1, the LAI administrative and outreach staff consists of ten faculty, three librarians, six LAI professional staff, and 19 II support staff.

6F. Applicant's Nondiscriminatory Employment Practices It is the university's policy not to engage in discrimination against or harassment of any person employed or seeking employment with UC on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. This policy applies to all employment practices, including recruitment, selection, promotion, transfer, merit increase, salary, training and development, demotion, and separation, and it is intended to be consistent with the provisions of applicable state and federal laws and university policies.

It is also university policy to undertake affirmative action, consistent with its obligations as a federal contractor, for minorities and women, persons with disabilities, and covered veterans. The university applies every good faith effort to achieve prompt and full utilization of minorities and women in all segments of its workforce where deficiencies exist.

7. OUTREACH ACTIVITIES **7A. Elementary and Secondary Education** Commitment to teacher training for K-12 educators has long been part of the LAI's mission and strength. Each year the LAI provides K-12 educators in the LA area with multiple opportunities for professional development through seminars and workshops that are endorsed by the LA County Office of Education and accredited by both the LAUSD and UCLA Extension. The courses, organized by the Outreach Coordinator in consultation with the LAI Director and Executive Director, and led by veteran faculty from a variety of disciplines, focus on a variety of LatAm topics (Table 7.1).

The programs are designed to meet state and national standards for elementary, middle, and high school, and to support the incorporation of LatAm content into the curriculum. Participants are able to receive professional development credit or academic units upon successful completion of course requirements, including development of lesson plans and instructional materials. Over the last three decades, the LAI has fine-tuned this highly successful model of K-12 outreach. One recent, notable addition to the model is the full participation of a UCLA PhD in LatAm History, who is a practicing LAUSD teacher, and who serves as a curriculum advisor for our K-12 programs, helping teachers create lesson plans and strategies that apply new research findings into the K-12 classroom.

Over 70% of students enrolled in LAUSD are of Latino origin. LAI workshops provide educators with an invaluable opportunity to learn about various topics regarding LatAm that

Table 7.1. Year-round LAI Teacher Training Programs

Teacher Seminars

Finding Pachamama: Environmentalism in Latin America (Winter 2010)
 Popular Movements in Latin America (Spring 2012)
 Cuéntame un Cuento: Latin American Folk Tales & Short Stories (Spring 2012)
 Ballads Without Borders: The Mexican Corrido, Past & Present (Spring 2013)
 Soccer in Latin America (Spring 2014)

Summer Teacher Workshops

ISLC Pedagogy Workshop for International Studies (Summer 2010)
 Representations of African Descendants in Latin America (Summer 2011)
 International Studies K-12 Workshop (Summer 2011)
 K-12 Workshop: Cities in World History (Summer 2012)
 Summer Workshop on Central America (Summer 2013)

they can transmit to their students, and they gain critical understanding of their students' cultural backgrounds. Many educators who participate in K-12 workshops return to UCLA and the LAI for additional workshops and LAI-sponsored programs.

The LAI thrives on strong collaborative partnerships and cost-sharing with other UCLA international centers, professional schools, departments, and programs. In June 2014, for example, the Centers for African and Near Eastern Studies co-sponsored a week-long workshop on Religion in Latin America, which was over-enrolled with 22 participants. We collaborated again with these centers, as well as the Asia Institute and the Center for European Studies, for a K-12 History-Geography Project on Cities in World History. The LAI also has joined a new

partnership with the UCLA Center for the Art of Performance and five other (NRC) centers on campus to support the successful and long-standing K-12 arts education program “Design for Sharing.” The project connects teachers and K-12 classrooms with performers and musicians representing various world regions and cultures. NRC centers will help deepen content knowledge on representative regions and combine the expertise of area studies specialists with performers and musicians to develop innovative and engaging material that will be accessible online. Finally, the LAI will continue to collaborate with other community partners and institutions, such as LACMA, where in April 2014 we offered a one-day K-12 workshop on Mesoamerica, in which the LAI Director and the LACMA curator of an exhibition on Teotihuacan participated. Since then, LACMA has invited the LAI Director to write a blog on the history of Teotihuacan for LACMA’s new Art of the Americas website.

The LAI proposes to extend and enhance its Outreach Program’s efforts to improve K-12 education in three ways. First, we propose to increase the number of educators who complete LAI teacher training workshops by providing multiple teacher training opportunities and by recruiting pre-certified and in-service teachers from CSULA and UCLA Teacher Education Program (TEP) to attend workshops and symposia organized by the LAI. Second, with the full support of the Dean of the GSE&IS, Marcelo Suárez-Orozco, the LAI has made careful plans to work with Center X of the UCLA GSE&IS, to infuse the curriculum of the TEP with LatAm content. In particular, we plan to work with Center X teachers in contributing to the creation of LatAm content for modules on literacy and language, and social studies, and we are invited to help reform a course titled “Culture of Emphasis.” Also, we will organize an annual symposium with faculty and student teachers to discuss best practices for the classroom, and the importance of global education. Third, we plan to work with teachers in the UCLA Lab School and

Community School, a K-6 school located on campus and a K-12 school located in the Pico-Rivera neighborhood of the inner city, respectively. Both schools are run by the GSE&IS. With the full support of the principals and curriculum directors of the schools, which have robust “Learning-in-Two-Language” Programs (Spanish, English), the LAI proposes to introduce LatAm content into the curriculum (in both languages), beginning with building a Mesoamerica module for the 6th-grade Ancient Civilizations course, and contributing faculty expertise to a new AP Spanish Literature course (Bud. 5A,D,F).

7B. Post-Secondary Education The LAI is committed to outreach and partnerships with post-secondary institutions in LA, the state of CA, and the US. By working with faculty from community colleges, Cal State Universities, UCs and other post-secondary institutions, the LAI creates strong relationships and possibilities for future collaboration. In the last four years alone, for example, educators from twelve other California colleges and universities have participated in LAI outreach activities, in addition to many UCLA faculty.

The LAI proposes two major initiatives to strengthen our ties with local colleges and universities, particularly with Minority Serving Institutions (MSI) and Community Colleges (CC). First, we are working with the other four UCLA NRCs to launch a four-year project to develop IAS courses with LA CCs and MSIs that will be eligible for transfer to UCLA IAS-IDP majors, including the LAS Major. UCLA is a destination for many CC transfer students. However, these students must fulfill many of their GE and major prerequisites before they arrive on our campus. Transfer students may not have adequate preparation for or knowledge of UCLA’s international majors. This project will increase course offerings at regional CCs, enhance articulation between the CC and UC curricula, encourage CC students to pursue international area studies, and increase the number of international IDP majors at UCLA. This

project constructively engages both federal and CA educational priorities aimed at expanding access to and knowledge of international and language area studies, and helps prepare students to become more effective global citizens. The proposed four-year program will include annual informational workshops, curricular development grants, and evaluation activities (Bud. 5E-F).

Because the greater LA region is home to dozens of institutions of higher education that form part of the three-part CA Master Plan, we propose to establish a network of international studies leaders among the administrators and faculty of UCLA and its feeder CCs to collaborate on priorities and goals for international studies across southern CA institutions. Partners will include: the UCLA II, NRCs, and LRC; the divisions of the Humanities and Social Sciences; the UCLA Transfer Alliance Program; the California Colleges for International Education, an advocacy organization for international education in community colleges; CC transfer offices; and administrative and curricular leadership of the LACCD and southern California CCs. In support of our united initiative, the II has committed \$10,000 for the grant period to promote the four-year program, and the Dean of Humanities has committed \$5,000 for distance learning.

The second initiative to strengthen ties with local MSIs and CCs is to collaborate with CSULA, an MSI with a majority Latino student population. With the support of the Dean of the College of Arts and Letters at CSULA and the Dean of CSULA Charter School of Education (CSE), the LAI proposes to: a) recruit pre-certified teachers from CSE to participate in LAI teacher workshops and an annual symposium organized jointly by the LAI and Center X of the UCLA GSE&IS; b) organize an annual workshop at UCLA on international education, hosted by the LAI and II, for CSULA students; c) launch a working group on Mesoamerica that will bring together students and faculty from both universities, with the goal of producing new research and

scholars, and disseminating knowledge about the region (Mexico and Central America) to the greater LA community (Bud. 5F).

The LAI's outreach to post-secondary institutions also entails improving and sharing UCLA's LatAm library collections. We propose to provide summer research fellowships for faculty from other post-secondary institutions to use the UCLA LatAm library and museum collections, reserving a number of awards specifically for faculty from MSIs and CCs (Nar. 5D; Bud. 5C).

Finally, we support an initiative called "Access Latin America," a collaborative project proposed by the Hemispheric Institute of the Americas at UC Davis, and the San Diego State University Center for LatAm Studies, which would provide opportunities to expand existing resources, events, outreach, and impact on local communities, and initiate an annual workshop for directors of our centers.

7C. Business, Media, Government, and the General Public The LAI engages in an ongoing dialogue with diverse constituencies through initiatives and public programs co-sponsored with multiple campus units and community organizations, and through consulting relationships and participation on government councils. Several LAI faculty play important roles in business, media, and government, and are prominent members of the community. To cite only two of many such examples, Sebastian Edwards, Henry Ford II Professor of International Economics, has served as the Chief Economist for Latin America at the World Bank and as a member of the California Governor's Council of Economic Advisors; he is now a member of the Scientific Advisory Council of the Kiel Institute of World Economics. Patricia Gándara, Professor of Education in the GSE&IS and Director of the Civil Right Project, is a member of President

Obama's Advisory Commission on Educational Excellence for Hispanics, and has served the State of CA in various leadership roles related to education (see App. C).

Faculty frequently write editorials or op-ed pieces in leading newspapers and periodicals, consult with business and public officials about a range of issues related to LatAm, and appear on television news programs. The LAI often responds to repeated calls from the media or other sectors requesting information about current events in LatAm. In 2012, the LAI organized a conference on freedom of the press in LatAm, bringing journalists from Mexico, Colombia, Guatemala, and other nations where violence and political repression have threatened fragile democratic processes. Maximo Langer, a human rights specialist from the Law School, former CACSC Director and Chair of the LAI FAC, moderated the discussion. The LAI's broad range of public programs, exhibitions, and workshops seek to engage multiple professional audiences, as well as the broader community. The LAI's media outreach activities include its popular monthly Brazilian Film Series, co-sponsored by the Brazilian Consulate in LA, and a new Mexican film series, co-sponsored by IMCINE and the Mexican Consulate in LA, among many other events. The LAI also collaborates with the LA Film Festival, the AFI Festival, the LA Latino International Film Festival, and the Guadalajara Film Festival.

7D. Public Programs Throughout the year, we invite members of the greater Los Angeles community to participate in multiple LAI outreach activities. The programs range from faculty-guided tours of LACMA exhibits on Latin American art, to demonstrations of how UCLA's medical doctors volunteer to perform free surgery on children in some of the poorest parts of Latin America. The LAI is the only unit on campus capable of hosting such diverse programs on Latin America, involving so many different members of the faculty and student body. The LAI uses a variety of public information channels to advertise the many LatAm-related events that

take place on campus. The LAI's listserv subscribers have increased from 620 to 1500 in the last four years. Announcements of LAI events are frequently re-posted on listservs of LatAm consulates in LA, as well as those of many community organizations. We podcast many of our public lectures, which are then available for free download on the LAI website. Programming is announced on Facebook, Twitter, and Eventbrite and submitted to the local press. All LAI outreach events and public programs are free and open to the public.

8. PROGRAM PLANNING AND BUDGET The following requests conform to the purpose of the NRC program of strengthening nationally recognized centers of excellence in foreign languages and area studies and supporting training in modern foreign languages and area studies, including teacher training, outreach, LCTL instruction, support for the library, course development, and interdisciplinary research. Our requests also embrace the DOE's call to work with Schools of Education to help train teachers in area studies content, to collaborate with MSI's and CCs, and to award more FLAS grants to students who demonstrate financial need.

The LAI has four goals for the next grant cycle: 1) to increase the number of students at UCLA who attain proficiency in LCTLs spoken in LatAm; 2) to increase the number of teachers who are trained to incorporate LAS content and language into the K-12 curriculum; 3) to expand access to teaching and research on LatAm, particularly to MSIs and CCs; 4) to increase opportunities for LatAm scholars to share interdisciplinary area studies research with the community. The following sections propose numerous activities that will advance the success of these goals (App. D).

8A. Language Instruction and Teacher Training *8.A.1. Less Commonly Taught Languages.*

We request funding to support instruction and training in Portuguese, Quechua, and Nahuatl.

We propose to continue to help support instruction in Portuguese, and to develop a Portuguese-Language Course for Professionals, in collaboration with professional schools, through partial support for a full-time lecturer trained in language-teaching methodology. Second, we request funds to help support Quechua instruction, and to create an advanced Quechua curriculum, consisting of at least a fourth course in the AY sequence. Third, we propose to support the teaching of contemporary Nahuatl, in collaboration with our WAN partners (UC Berkeley, Stanford, Utah). We propose to develop high-quality curricular materials and to offer AY courses in the language, taught by native-language instructors, by year three of the grant. We plan to partner with Stanford to share the costs of a native-language instructor, who will lead or participate actively in concurrent on-site and distance-learning courses each year, offered at UCLA through the LAS-IDP (Nar. 4A; App. D; Bud. 1B, 3B, 3-F).

8.A.2 Performance-Based Instruction, Proficiency Assessment, Teacher Training. To strengthen performance-based language instruction, teacher training, and proficiency assessment, the LAI requests funding to a) support the CWL's language pedagogy workshops and symposia; b) contribute with WAN partners to creating a standardized test for Nahuatl; c) collaborate with WAN partners and Yale in providing pedagogical training to Nahuatl instructors, including distance-learning technology. We are working with the Yale Language Center to host a one-week seminar prior to the Yale Nahuatl Summer Meeting, minimizing the travel costs of the instructors who attend the seminar and maximizing resources (Nar. 4D; Bud. 3A; 3C-D).

8B. Area Studies Instruction We request funding to support LATC instruction by offering competitive grants for the development of courses taught in Portuguese or Spanish in the social sciences or professional schools (Bud. 4A).

8C. Research, Conferences, Working Groups To encourage the emergence of new research

initiatives based on faculty and graduate student interests, we request funding for: a) three annual competitive interdisciplinary WGs, giving priority to projects involving professional schools and dynamic areas of research on our campus that are likely to generate extramural funding, and to WGs that propose to work with MSIs; b) one annual competitive interdisciplinary research conference grant (Bud. 7A-B). We request funding to develop, in collaboration with the American Indian Studies Center, a program on Indigenous Languages and Cultures within the LAI, with the objective of supporting and expanding research, course development, and public outreach in the area. UCLA has faculty members in multiple departments and professional schools whose research and teaching focus on LatAm Indigenous languages and cultures, from anthropology and linguistics to law, history and public health. This program would complement the proposed instruction of Quechua and Nahuatl at UCLA, as well as the Mesoamerican WG with CSULA (Bud. 7H; see 8A.1).

8D. Linkages with Professional Schools With its campus-wide mandate, the LAI regularly cooperates with UCLA's professional schools as part of its academic mission. We plan to strengthen our ties with faculty and units in several schools. We are embarking on a major partnership with the GSE&IS, through our Outreach Program, and we will need to collaborate with multiple schools to offer a course every year in Profesional Portuguese, which will feature guest speakers from the Schools of Medicine, Public Health, and Business (Nar. 8A.1, 8C, 8E; App. D; Bud. 1B.1, 3F, 7).

8E. Outreach *8E.1. K-12.* We request funding to: a) sponsor multiple annual teacher training seminars and summer LatAm language and area studies workshops for K-12 educators, to be hosted, as appropriate, with other UCLA NRCs, the CWL, and the II's Outreach Committee; b) collaborate with GSE&IS in the development of area studies content for modules and courses of

the Teacher Education Program, with the support of a Graduate Student Assistant; c) work with teachers in the UCLA Lab School (K-6) and Community School (K-12) to introduce area studies content to the permanent curriculum; d) co-sponsor with GSE&IS an annual symposium in which pre-certified teachers and faculty will share ideas and best practices for integrating LatAm and international curriculum into the classroom, and to create globally competent citizens; e) recruit CSULA School of Ed. students to the symposium; and f) collaborate with LA museums to offer outreach seminars on LatAm art (5A, B, F-G).

8.E.2 Post-secondary. We request funding to: a) participate in the UCLA NRC/II partnership with California CCs (Nar. 7B); and 2) to provide summer fellowships for faculty from other post-secondary institutions to use the UCLA LatAm library and museum collections, reserving a number of awards specifically for faculty from MSIs and CCs; and b) to organize an annual workshop at UCLA on International Education, hosted by the LAI and II, for CSULA students (Bud. 5C-E). *8.E.3 Business, Media, and the General Public.* We request funding to work with the Latin America Business Association (LABA) on their annual student-led conference in the UCLA Anderson School of Management, which will be open to our MSI partners (Bud. 7D).

8F. Strengthen the UCLA Library and Expand Access to Scholarly Resources In order to foster coordinated collection development and expand access to UCLA scholarly resources, we request funding: a) for collection acquisition trips by the LatAm bibliographer to identify and acquire library materials that are not easily obtainable through commercial vendors; b) to purchase library materials to support new teaching and research on LatAm; c) to support the digitization of unique resources held at UCLA and their discovery metadata; d) to support the participation of the LatAm bibliographer and LAI librarians in professional and collaboration planning meetings (Nar. 5, App. A, D, Bud. 2A.1, 2B.3, 6).

8G. Program Enhancement We request funding for: a) program administration, including partial salary for the LAI's Assistant Director (project administrator), and for the outreach coordinator, who will be involved in planning and organizing NRC activities; b) travel funds for the Director to develop and strengthen international linkages, for participation in directors' meetings, and for relevant professional conferences such as CLASP and LASA (Bud. 1A, 1C.1-3, 2A.2-4, 2B.1-2, 5).

8H. Effective Use of Resources Appendix D addresses assessment measures and anticipated outcomes, using the GPRA standards. Through fiscally responsible grant administration and effective use of faculty and staff, by the end of the grant period, UCLA will have expanded the LatAm curriculum, strengthened and advanced language offerings in LCTLs, strengthened linkages with professional schools, undertaken new research initiatives, and offered an expanded outreach program that incorporates new constituencies (Nar. 9C; App. D).

8I. Cost Effectiveness Each proposed activity is a cooperative effort between the LAI and one or more other campus programs or units. The LAI will use Title VI funds to initiate projects that will seek additional extramural funding and continue after the grant period. We have a strong record of cost sharing with other campus units. We strongly encourage departments and professional schools to pay tuition and fees for FLAS recipients; the teacher training workshops are often collaborative endeavors with the II and other area studies centers; almost all of our public programs are co-sponsored with other campus units or community organizations, as are all of the research initiatives now being proposed (Nar. 8, App. D, Budget).

8J. Long-Term Impact The major portion of Title VI funds over the next four years will go directly toward training UG, G, and professional school students through diverse means of support for language and area studies development and other professional activities, and for a

wide range of outreach activities (Nar. 8A-F). Proposed activities will benefit many students by expanding the language and area studies curriculum at UCLA and at partner institutions; support faculty teaching and research; strengthen interdisciplinary collaboration; increase tools for measuring language proficiency; improve the LAI's ability to assess project outcomes and impact; expand the pool and create a pipeline of professionals with LatAm language and area training; and improve LatAm library resources at UCLA and elsewhere through collaborative collection development and expanded holdings in areas of emerging interest. The proposed activities will benefit hundreds of students at MSIs and community colleges, hundreds of pre-certified and in-service and veteran teachers, and several thousand K-12 students in LA.

9. IMPACT AND EVALUATION 9A. University, Community, Regional, and National Impact

UCLA's program in LAS is widely recognized as one of the top programs of its kind in the U.S. Its greatest impact derives from its excellence in teaching and research as well as from its local, regional, national, and international outreach. Since the 1930s, UCLA has awarded about 1,500 doctoral degrees to students focusing on LatAm. UCLA continues to produce LatAm specialists in a broad range of fields, thus expanding the national capacity for further producing skilled language and area studies specialists. Given the fact that many LAS graduates go into K-12 or post-secondary teaching, their impact—and thus

Table 9.1 Impact Measured by Use of LAI Resources (2012-13)

Item	Number
UG enrollments in LatAm courses	19,866
G enrollments in LatAm courses	3,154
LCTL students trained	684
Students of Teachers Attending K-12 Workshops	7,500
Attendance at LAI Public Programs	4,371
Campus partners	70+
Community partners	40+
Institutional Subscriptions to HAPI/HAPI Online	364
HAPI Online visits	698,349
HAPI consultations from institutional subscribers	745,977
LAI WebSite Visits	98,525
LAI podcast views	2,000
LAI listserv subscribers	1500
International Institute listserv/e-newsletter subscribers	1,909
Sales of LAI Publications (2010-13)	421

UCLA's impact—on generations of students is immense. FLAS fellowships have been particularly important in this mission, through their support of talented graduate students. As indicated above, in 2012-13 a total of 19,866 UG and 3,154 G students enrolled in LAS language and area studies courses. An additional 77 enrolled in UCLA summer programs and 61 participated in UC-EAP in LatAm. Degree recipients with a concentration in LAS included 201 BAs and 27 PhDs (Nar. 2A-B).

Tables 9.1-9.2 summarize LAI's impact using a variety of indices. Table 9.1 demonstrates the thousands of people impacted by LAI programs and public outreach activities at the campus, local, regional, national and international levels. The LAI consistently collaborates with a broad range of community-based organizations to provide a link between the university and the general public. Table 9.2, based on an e-mail survey of graduates between 2010 and 2013, shows current placement and the range of fields of respondents in percentage terms. UCLA alumni have served in many academic and leadership capacities in both the public and private sectors.

Table 9.2 Graduate Placement, 2010-13			
	BA	MA	PhD
Post-secondary teaching	-	19	82
K-12	17	4	5
Government Service	3	11	8
Non-Profit Private Sector	8	21	2
For-Profit Private Sector	7	23	1
International Organizations	3	-	2
Continuing Education	62	22	-

Figures are rounded to nearest percentage.

9B. Equal Access and Section 427 of GEPA UCLA is one of the most ethnically and economically diverse universities in the nation. Approximately 65% of UG students are non-white, and the G student body includes students from almost 100 different countries, among them nearly 200 students from 10 LatAm nations. The university has multiple projects and programs to facilitate access to campus activities and jobs: building modifications to assure access for the physically disabled; a disability computing program that supplies special equipment and services to students, faculty, and employees; and guides/readers for visually

impaired students. The “UCLA in LA” program works with campus programs and community groups to involve traditionally under-represented groups including women, the disabled, the elderly, and ethnic and racial minorities in campus activities. The LAI summer workshops for K-12 educators include participants from many underserved school districts in Central and East LA. The UCLA Chancellor's 504 Compliance Office provides guidance and evaluates efforts to improve access to campus facilities and programs; develops procedures to identify and correct access deficiencies; advises the campus community regarding compliance-related issues; and recommends appropriate remedial actions.

9C. Evaluation Plan *9.C.1. GPRA Measures.* Beginning in 2014, the LAI is using GPRA measures of evaluation to gauge the impact and the quality of its activities in achieving the success of its proposed four goals (see App. D). A number of quantitative criteria will be used to assess the measurable outcome of each activity proposed. For this grant cycle, the LAI has consulted with the UC Education Evaluation Center to construct GPRA performance measures, indicators, baselines, and targets. The II has provided funding to the NRCs for this purpose. We continue to consult with evaluation experts in planning our activities for the coming cycle.

In addition to complying with these federal standards, with the assistance of OID and in collaboration with the II and other UCLA NRCs, the LAI plans to develop a comprehensive and objective evaluation plan for the 2014-18 funding cycle that will produce outcome-measure-oriented data. OID's Office of Evaluation and Educational Assessment will be the official evaluating body for all of UCLA's Title VI programs. OID will assist in the creation of an appropriate data collecting system, surveys, and other forms of assessment, including GPRA measures, to assess the LAI's progress for the duration of the grant period. The LAI will use non-DOE funds for a GSR who will collect the necessary data under OID's supervision.

9.C.2. External and internal evaluations. Evaluation of UCLA's instructional and research programs, including the LAI and the LAS-IDP, occurs regularly and on several levels. Internal review of faculty, TAs, and curriculum takes place every quarter through student teaching evaluations, which are used in pedagogical training, in the case of TAs, and professional advancement assessments for faculty. The UC step system requires that all professors undergo review at least every four years. Lecturers and adjuncts are evaluated annually. Librarians also go through regular step and promotional reviews, and administrative staff are evaluated annually. All departments, IDPs, and research units undergo regular internal and external evaluations.

The Vice Provost for International Studies works in consultation with the II's FAC to monitor the performance of centers and other units in the II by reviewing the reports on evaluations and making recommendations for future actions. The respective FACs of the LAI, the LAS-IDP, and the research centers meet quarterly to assess and make recommendations about the programs' teaching, research and outreach agendas. The Vice Provost meets regularly with the LAI Director and the IDP chair to discuss and assess their programs. Formal external evaluations augment these regularly recurring internal reviews. The university mandates comprehensive reviews of research centers every five years. Professional schools are reviewed for accreditation every five to seven years. The LAS-IDP, like other academic departments, is reviewed every eight years.

9C. Use of Recent Recommendations The last major review of the LAI took place in 2006-07. The review committee was composed of three external members—two who were then LatAm NRC Directors—and two internal members. The review was very positive, stating that the LAI “distinguishes itself among 26 other UCLA centers and programs and is a very visible institute of its kind in the U.S.” The review indicates that the current leadership of the LAI is “a

powerhouse for promoting interdisciplinary studies, supporting teaching and research by faculty and students belonging to other units, and providing services to other constituencies.” It continues: “the [LAI] plays a very important role in LA and the State of California. Its response to the social and cultural needs of the different communities that surround it is highly commendable. The Summer Institute for K-12 schools, which was created to alleviate tensions between Latinos and African Americans in LA; the Teacher Training Programs; and programming directed at business, media, government, and the general public are examples of outreach initiatives designed and sponsored by LAI.” In its final paragraph the committee’s report concludes: “We can confidently say that the UCLA Latin American Institute is in very good health and moving in the right direction regarding its mission. It is among the most significant units of Latin American studies in the US.” Despite the very positive review, we constantly seek to improve our performance, to include new constituencies, and to strengthen our programs in teaching, research, and outreach.

The last review of the LAS-IDP was in 2009. The internal 5-year review commended the Chair of the IDP and the Director of the LAI for the "collaborative ethos" between the two units, and concluded definitively that the LAS Major and Minor were vital components of International and Area Studies at UCLA. The review provided additional impetus for several changes that were already in motion. In response to the review's recommendations, the BA Major was reformed in 2011, giving the Major more international breadth and rigor, streamlining its course requirements, and allocating more resources to the Major by adding a required senior seminar.

10. FLAS SELECTION PROCEDURES The LAI follows consistent procedures adhering to DOE regulations when selecting FLAS Fellowship recipients. AY FLAS awards are currently offered for Quechua, Portuguese, and Advanced Spanish (lowest priority). Summer FLAS awards are

given for Quechua, Portuguese, Advanced Spanish (lowest priority), and other LCTLs offered through other institutions in the US or abroad. Many UCLA academic departments absorb the cost of tuition and fees for AY FLAS fellows, thus allowing us to extend the number of fellowships awarded. During the current funding cycle, the LAI has awarded 51 FLAS fellowships. Only one was for Advanced Spanish. Approximately 98% of the fellowships have been awarded to priority languages. The LAI will continue to allocate fellowships according to the same criteria, thus far exceeding DOE expectations of 25% in the FLAS Competitive Priority. In the 2012-13 competition, the LAI awarded 12 summer FLAS and 7 AY awards to students from 10 departments and professional schools. Three of the AY awards went to students from professional schools, reflecting the fact that students from those schools increasingly apply for FLAS fellowships. For the 2014-18 cycle, we request 9 AY and 10 summer fellowships per year to support the LAS training program. We anticipate that during the initial year of funding, 33% of AY FLAS awards will go to UG students. We will review those expectations and allocations prior to the second round of competition.

10A. Advertisement The LAI publicizes fellowship information—including purpose of the fellowship, eligible languages, application procedures, DOE competitive priorities, award benefits, and deadlines—to all LAS faculty and to UG and G advisers and students in all pertinent departments, IDPs, and professional schools. The LAI also advertises fellowships directly to students and faculty through the LAI and II websites and listservs, departmental listservs, LAS G recruiting materials, and social networking groups. Award announcements are included in the Graduate Division application package and information bulletins distributed to all incoming students, who are invited, along with continuing students, to “open houses” in the Fall quarter to learn about LAI programs and fellowship opportunities. Information will also be

provided through the UCLA Scholarship Resource Center and the Financial Aid Office. Since financial need is an important criterion in the coming grant cycle, the LAI will redouble its efforts to advertise the grants in the Financial Aid Office and in the advising offices of the UCLA Academic Advancement Program, the nation's largest university-based student diversity program. The LAI also hosts information sessions about FLAS fellowships on campus during International Education Week in November. In conjunction with other NRCs in the II, we will organize special information and recruitment sessions geared toward increasing the FLAS applicant pool among students from STEM departments as well as from the professional schools.

10B. Application Process and Selection Criteria Students submit applications on-line at the II's web portal. Applicants must submit: 1) a one to two-page statement of purpose indicating their proposed course of study, relevance to their degree and career objectives; 2) two letters of recommendation and a language evaluation from a qualified language instructor; and 3) academic transcripts. Beginning with the 2015-16 award cycle, FLAS applicants at UCLA will be requested to submit a copy of their FAFSA ISIR reports. A link to the FAFSA application will be included on the FLAS application website. The LAI will adopt a two-tier selection process for our FLAS awardees in the 2014-17 grant cycle; first selecting a pool of qualified applicants based strictly on merit (GPA, letters, statement of purpose, etc.), and secondarily, asking the committee to review the applicants' financial aid package summaries, to best determine financial need. Fellowships will be granted on the basis of merit, financial need, course of study, faculty evaluations, and national need to train specialists in particularly critical fields. Priority is given to: 1) G students requesting a FLAS to study advanced Portuguese, Quechua, or Nahuatl and UG students applying to study intermediate or advance Portuguese, Quechua, or Nahuatl; 2) MA students who express an interest in pursuing government service or entering a professional field;

3) MA and PhD students for whom the study of beginning or intermediate Portuguese, Quechua, or Nahuatl is significant for their graduate program; and 4) students proposing to study advanced Spanish. The distribution of awards by discipline depends on the applicant pool. If equally ranked, preference will go first to students who demonstrate financial need, and then to students from STEM and professional fields with fewer LatAm specialists. The five-member selection committee includes the LAI Associate Director (LAS-IDP chair) and faculty members from departments (two), professional schools (one), and languages (one). The committee's composition changes each year in order to maintain a diversity of perspectives.

10C. Selection Schedule Competition for awards is advertised repeatedly, beginning in mid-November, and applications are available from then until the application deadline in February. The selection committee begins reviewing the applications in early March and makes decisions by late March. The LAI issues notifications at the beginning of April. The LAI will conduct a biennial survey of FLAS recipients to track their postgraduate employment, education, or training, and to report the survey results to DOE. The biennial survey will be carried out for a period of eight years as per Title VI requirements.

11. COMPETITIVE PRIORITIES The LAI proposes multiple goals and activities to address the competitive preference priorities of the upcoming funding cycle. This section summarizes proposals discussed in previous sections of the narrative.

11A. NRC Competitive Preference Priority 1 In partnership with the UCLA II and four other NRCs, we are launching a four-year project to develop international area studies courses with LA CCs/MSIs that will be eligible for transfer to UCLA International Studies IDPs. Also, we propose to collaborate with CSULA, an MSI in east LA, by working with student teachers from the CSULA School of Education in workshops and symposia organized by the LAI and the

UCLA GSE&IS; by organizing an annual workshop on international studies and education abroad opportunities for CSULA students; and by establishing a working group on Mesoamerica with CSULA faculty and students (Nar. 7B, 8E).

11B. NRC Competitive Preference Priority 2 We will collaborate with the UCLA GSE&IS to develop and promote curricula on LatAm for the K-12 classroom, working to share LAI faculty expertise with student teachers. We are also working with teachers in the UCLA Lab School and Community School, to introduce content into the K-12 curriculum, including the bilingual Spanish-English curriculum. The LAI will co-organize an annual symposium with Center X for student teachers, teachers, and faculty to share best practices for introducing LatAm content into the classroom, involving student teachers from CSULA in this event (Nar. 7B, 8E).

11C. FLAS Competitive Preference Priority 1 The LAI will obligate FLAS applicants to submit a copy of their FAFSA ISIR reports. A link to the FAFSA application will be included on the FLAS application website. Financial need will be given priority by the selection committee when deciding among applicants of equal merit (Nar. 10B).

11D. FLAS Competitive Preference Priority 2 The LAI offers FLAS fellowships in three languages: Portuguese, Quechua, and Advanced Spanish. The first two are on DOE's list of priority languages. The LAI proposes to continue to support Portuguese and Quechua, and to increase the number of LatAm LCTLs taught at UCLA by offering Professional Portuguese, advanced Quechua, and Nahuatl within the next four years (Nar. 4A, 8A).

Table 11 summarizes activities that address the Absolute and Competitive Preference Priorities.

Table 11. Proposed Activities, 2014-18	
Priority	Absolute Priority
NRC Absolute	LCTL instruction; teacher training workshops and seminars; area studies research and teaching
	Competitive Priorities
NRC 1	Collaborate with a local MSI and with community colleges
NRC 2	Collaborate with Schools of Education to help train teachers in area studies and languages and to incorporate latest research into K-12 curriculum
FLAS 1	Award more FLAS grants to students who demonstrate financial need, to diversify pool of FLAS recipients
FLAS 2	Increase offerings in LCTLs: Portuguese, Quechua, and Nahuatl



Appendix A: Letters of Support



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

COLLEGE OF ARTS AND LETTERS

Office of the Dean

June 16, 2014

As Dean of the College of Arts and Letters at California State University, Los Angeles, I write to express my full support for collaborating with the Latin American Institute of the University of California, Los Angeles, as proposed in the Institute's Title VI application. After convening a meeting in my office with the director and executive director of the LAI, Professor Kevin Terraciano and David Arriaza, and several members of the CSULA faculty, we have agreed that we have much to gain by working together and sharing our collective resources. We enthusiastically support the Department of Education's call for collaboration between Minority Serving Institutions and National Resource Centers. As the two largest universities in Los Angeles, we have much in common and are especially well suited to work together on several initiatives. As public universities, our mission is to offer accessible, high-quality education to the people of California, for the benefit of the world.

Almost needless to say, research and teaching on Latin America is vital to our university's mission in this city of Los Angeles, where more than half of the population is of Latino descent, and where Spanish is spoken widely. On our campus, approximately 55% of the student body is Hispanic; students of color have been a majority at CSULA since 1972.

Our proposed collaboration will benefit students here who are training to be teachers, students with an interest in international area studies and education abroad opportunities, and students who want to learn more about Mesoamerica (Mexico and Central America). It should be noted that a large majority of the Hispanic students at our university have family roots in Mexico and Central America, and thus the demand for knowledge in this area is especially high.

Furthermore, the LAI's relationship with the UCLA Graduate School of Education and Information Studies will allow our Charter School of Education to collaborate with another school that is committed to improving education in Los Angeles, and California in general, especially for underserved students in low-income schools. About 80% of our school's graduates go on to teach in the Los Angeles Unified School District, the second largest school district in the nation, so it is especially important that they are culturally conversant with the students whom they will be teaching. It is also important that they integrate international area studies into the curriculum of their courses. The Dean of our School of Education, Eunsook Hyun, is eager to work with the LAI and the Graduate School of Education at UCLA.

Ultimately, we envision these initial collaborative efforts with UCLA to lead to self-sustaining programs between our universities, the type of cooperation that is mandated by the California Master Plan of Education. Thus I am pleased to confirm our support of UCLA's proposal to collaborate with CSULA, as outlined in their Title VI application.

Sincerely,

A handwritten signature in blue ink, which appears to read "Peter McAllister".

Peter McAllister
Dean, College of Arts and Letters
California State University, Los Angeles



OFFICE OF THE CHANCELLOR
2147 MURPHY HALL, BOX 951405
LOS ANGELES, CALIFORNIA 90095-1405

June 11, 2014

Cheryl Gibbs, Senior Program Officer
U.S. Department of Education
International and Foreign Language Education
National Resource Centers
1990 K Street, N.W., Suite 6083
Washington, D.C. 20006

Dear Ms. Gibbs:

UCLA is pleased to endorse the work of the National Resource Centers (NRC) and Language Resources Center (LRC) programs on our campus. Their contributions to teaching and research are invaluable, as are their outreach activities for K-12, the business community, and the general public of greater Los Angeles. In particular, NRC, FLAS, and LRC funding enhance UCLA's capacity for offering instruction in less commonly taught languages at advanced levels and provide opportunities for students to attain high levels of proficiency in languages that are essential to our national security and global competitiveness.

UCLA also supports the NRCs' collaborative response to the forthcoming grant cycle's competitive priority for the expansion of access to international and area studies, as well as language instruction at community colleges and minority serving institutions. This federal priority complements a related priority that UC President Janet Napolitano has recently articulated. UCLA's commitment levels to the four-year program outlined in the NRCs' proposals are detailed therein. We look forward to the development and implementation of this important initiative.

Title VI funded programs and activities continue to have a long-term impact on UCLA's capacity to train specialists in areas of national need, from which not only our university benefits but our country does as well. We look forward to continuing the vital work that the Department of Education Title VI programs so importantly facilitate.

Sincerely,

A handwritten signature in black ink, appearing to read "Gene D. Block", written in a cursive style.

Gene D. Block
Chancellor

Enclosure

cc: Scott Waugh, Executive Vice Chancellor & Provost
C. Cindy Fan, Interim Vice Provost for International Studies
Chris Erickson, Senior Associate Vice Provost & Director, International Institute

UNIVERSITY OF CALIFORNIA, LOS ANGELES



UCLA
Graduate School of Education and Information Studies

MARCELO SUÁREZ-OROZCO
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June 17, 2014

UCLA Latin American Institute (LAI)
Title VI Application
UCLA

Dear Colleagues,

It is with great pleasure that I am writing to express my support of the Latin American Institute's proposal to collaborate with our Graduate School of Education & Information Studies to promote the integration of international, intercultural studies and world languages into teacher education. In particular, the LAI proposes to work with us to develop and promote curricula on Latin America for the K-12 classroom, and to share the latest research on this area with pre-certified teachers, through its many affiliated faculty whose research is focused on Latin America. As an educator who is all too aware of the significant need and vast potential for improving education in the United States and Latin America, especially in providing underserved students with access to quality education, I give my full support to this initiative, which is aligned directly with our school's ongoing and future objectives and our public university's local and global mission.

When Carlos Torres, Director of the Paulo Freire Institute and Associate Dean for Global Programs, and I met with the LAI's Director, Kevin Terraciano and Assistant Director, David Arriaza, I referred them to colleagues in our Center X. This unique center in our school brings researchers and practitioners together to design and conduct programs that prepare and support K-12 teachers and administrators committed to social justice, instructional excellence, the integration of research and practice, and to changing schooling for the underserved students of Los Angeles. Los Angeles today is at the forefront of a major change taking place in our country. The United States is undergoing an historic demographic transformation. Census projections suggest that ours will be the first minority-majority advanced post-industrial democracy in the world within just a generation. As approximately 80 million baby-boomers, the majority of them white Americans, are steadily leaving the labor market, children and youth, led by the children of Latino, Asian and Afro-Caribbean immigrants, will need to be ready to take their place. Concurrently, the jobs awaiting today's young Americans will require more education and skill – typically imparted in higher education settings. How do we manage the transition of

our rapidly growing minorities, via higher education, so they have the skills, competencies, and sensibilities required to function as engaged citizens and workers in tomorrow's economy and society? Whereas the students in LAUSD schools are overwhelmingly Latina/o in ethnicity, the curriculum in most schools fails to engage them and to address Latin America in any meaningful way. I believe there is an urgent need addressed by this initiative, to train teachers in this essential area of the world, and to integrate Latin American studies and languages into the K-12 curriculum to better engage and connect with the over 70 percent Latino-origin students enrolled at LAUSD today.

Our collaboration will benefit students in our program in several tangible ways, developing content for modules in the Teacher Education Program, revising curriculum for specific courses, and organizing an annual symposium in which graduate students, student teachers, and faculty will share ideas and best practices for the classroom.

We believe these programs will have a long-term impact on the quality and content of instruction related to Latin America in Los Angeles and California. I firmly believe this collaborative initiative will serve as a model for others in our state and beyond. Therefore, I fully support the LAI's Title VI application. This proposal promises to launch a partnership with the LAI that will endure well beyond the grant cycle.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Marcelo M. Suárez-Orozco', with a stylized flourish at the end.

Marcelo M. Suárez-Orozco, Dean
Distinguished Professor of Education

Appendix B
Course Offerings and Enrollments
in Latin American Area and Language Studies by Discipline

Course Number	Course Title	Instructor	% Latin Am Content	Contact		12-13		13-14	14-15
				Hrs/Wk	Term	UG	G		
I. LANGUAGE AND LITERATURE COURSES									
Indigenous Languages of the Americas									
ILA 18A	Elementary Quechua	De La Torre	100%	5	F	7	7	Y	Y
ILA 18B	Elementary Quechua	De la Torre	100%	5	W	2	6	Y	Y
ILA 18C	Elementary Quechua	De la Torre	100%	5	S	1	5	Y	Y
Portuguese Language, Linguistics, Literature and Culture*									
Portuguese Language									
PORT 1	Elementary Portuguese	Staff	100%	4	F	-	-	-	-
		MC Donald/ Falce- Bryant/ Falce-Robinson	100%	4	F	30	2	-	-
			100%	4	F	-	-	Y	Y
			TA/Falce-Robinson	100%	4	F	-	-	-
PORT 2	Elementary Portuguese	Staff	100%	5	W	24	2	Y	Y
PORT 3	Intermediate Portuguese	Staff	100%	4	S	15	3	Y	Y
PORT 8A	Portuguese Conversation	Schneider, CL Da Silva, F.F.	100%	3	S	5	2	-	-
			100%	3	S	-	-	Y	Y
PORT 11A	Intensive Portuguese	Staff	100%	6	F	42	30	Y	Y
					W	25	21	Y	Y
					Su	17	10	Y	Y
PORT 11B	Intensive Portuguese	Staff	100%	6	S	25	23	Y	Y
					Su	20	13	Y	Y
					W	41	15	Y	Y
PORT 25	Advanced Portuguese	Schneider, C.L. Da Silva, F.F	100%	9	F	3	3	-	-
					F	-	-	Y	Y
PORT 26	Language & Popular Culture	Creus, T.E.	100%	4	W	4	0	-	Y
PORT 26A	Language & Popular Culture	Passos, J.L	100%	4	Su	12	7	-	Y
PORT 27	Advanced Composition & Style	Schneider, CL Da Silva, F.F.	100%	3	S	7	3	-	Y
					S	-	-	Y	Y
PORT 35M	Nature of Language	Quicoli, A.C.	100%	6	F	-	-	-	Y
					Su	4	0	-	-
					W	20	0	Y	Y
PORT 130 A	Literature in Portuguese	Creus, T.E.	100%	3	W	-	-	Y	Y
PORT 130B	Lit in Portuguese	Creus, T.E.	100%	3	S	-	-	-	Y
		Passos, J.L.	100%	3	W	9	0	-	Y
PORT 143D	Contemporary Lit-Portuguese	Passos, J.L.	100%	6	W	3	4	-	Y
					S	-	-	Y	Y

Course Number	Course Title	Instructor	% Latin Am Content	Contact		12-13		13-14	14-15
				Hrs/Wk	Term	UG	G		
PORT 189	Adv Honors Seminar	Johnson, Jr	100%	3	S	4	0	-	-
					F	-	-	Y	Y
		Da Silva, F.F.			W	-	-	Y	Y
					F	-	-	Y	Y
PORT 191	Variable Topics Speech Production and Perception	Quicoli, A.C.	100%	4	S	-	-	-	-
		Vasiliev, P.	100%	3	F	-	-	Y	-
PORT 199	Directed Research	Passos, JL	100%	3	Su	4	0	-	Y
PORT 201M	Literature Theory & Criticism	De Zubiaurre, M.T.	50%	3	F	0	1	Y	Y
PORT 233C	Machado de Assis	Passos, J.L.	100%	6	F	-	-	-	Y
Portuguese Linguistics									
PORT M35	Span, Port, and the Nature	Quicoli	100%	3	F	-	-	-	Y
					Su	3	0	-	Y
					W	20	0	-	Y
PORT 100A	Phonology and Morphology	Quicoli	100%	3	F	-	-	-	-
			100%	4	W	-	-	Y	Y
PORT 100B	Syntax	Quicoli	100%	3	S	9	0	-	Y
					F	-	-	-	-
					W	1	0	-	Y
PORT M118A	Hist. of Span. and Port.:	Quicoli	100%	3	Su	-	-	-	Y
					W	-	-	Y	Y
					S	0	1	-	-
PORT 202	Synchronic Morphology and Phonology	Quicoli	100%	3	F	-	-	-	-
					W	1	3	-	Y
PORT 204A	Generative Grammar	Quicoli	100%	3	F	-	-	-	-
PORT 256A	Studies in Portuguese Linguistics	Quicoli	100%	3	W	1	3	-	Y
			100%	3	F	-	-	-	-
			100%	3	S	0	3	-	Y
Brazilian Literature and Culture*									
PORT 40B	Brazilian Lit-Transl	Schneider, CL	100%	4	S	11	0	-	Y
PORT M044	Civ. of Spanish America and Brazil (same as SPAN M044)	Marchant	100%	3	W	-	-	-	Y
		Falce-Robinson	100%	6	Su	-	-	-	-
PORT 46	Brazilian Culture and Civilization	Johnson/Creus	100%	3	F	-	-	-	-
					S	-	-	-	-
					F	73	0	-	Y
					W	-	-	Y	Y
PORT 99	Student Research Program	Johnson, J.R.	100%	3	S	-	-	Y	Y

Course Number	Course Title	Instructor	% Latin Am Content	Contact		12-13		13-14	14-15
				Hrs/Wk	Term	UG	G		
PORT 130A	Brazilian Literature and Identity Introduction to Literature in Portuguese	More/Creus	100%	3	W	-	-	-	-
		Scheider, C.L.	100%	3	F	5	0	-	Y
		Da Silva			W	-	-	Y	Y
PORT 130B	Brazilian Literature and Identity	Creus	100%	3	S	-	-	-	-
		Creus			W	7	2	-	Y
		Da Silva F.F.			S	-	-	Y	Y
PORT C132	19th Century Brazilian Literature	Passos	100%	3	F	-	-	-	Y
PORT C134	Brazilian Modernism	Johnson	100%	3	W	-	-	-	Y
PORT C135	20th Century Brazilian Literature	Passos	100%	3	F	-	-	-	Y
PORT 141	Brazilian Film and Literature	Creus	100%	3	W	-	-	-	Y
PORT 141B	Film, Television, and Society in Brazil	Johnson, JR	100%	3	S	23	2	-	Y
PORT 141C	Documentary Film	Johnson, J.R.	100%	3	F	-	-	Y	Y
PORT 142A	Brazil & Its Culture	Schneider, CL Da Silva, F.F.	100%	3	W	6	3	-	-
			100%	2	F	-	-	Y	Y
PORT 191	Film, Television, and Soc. in Brazil	Johnson	100%	3	F	-	-	-	Y
PORT M201A	Literary Theory and Criticism (Same as Span M201A)	Zubiaurre	50%	3	F	0	1	-	Y
PORT C232	19th Century Brazilian Literature	Passos	100%	3	F	-	-	-	Y
PORT C233	Machado de Assis	Passos	100%	3	S	-	-	Y	Y
PORT C234	Brazilian Modernism	Johnson	100%	3	W	-	-	-	Y
				3	F	-	-	-	Y
PORT C235	20th Century Brazilian Literature	Marchant/Passos	100%	3	F	-	-	-	Y
		Moraes			W	-	-	-	-
PORT 255	Studies in Modern Brazilian Literature	Passos, J.L.	100%	2	F	0	11	-	Y
PORT 290	Lit, Film and Television Garcilano Ramos and Friends	Johnson Moser, B.F.	100%	3	S	0	5	-	Y
			100%	2	W	1	7	-	-
				3	F	-	-	Y	Y
				2	W	-	-	Y	Y
PORT 375	Teaching Apprentice Practicum	Falce-Robinson	100%	3	F	-	-	-	-
					W	-	-	-	-
					S	0	1	-	-
		Passos, J.L.	100%	3	F	0	2	-	Y
					W	-	-	Y	Y
		Quicoli, A.C.	100%	3	W	0	2	Y	Y

*PORT M35, M44, 46 and 141 taught in English.

Course Number	Course Title	Instructor	% Latin Am Content	Contact		12-13		13-14	14-15
				Hrs/Wk	Term	UG	G		
Spanish Language, Linguistics, and Literature									
Spanish Language									
SPAN 1	Elementary Spanish	Staff	100%	5	F	230	20	Y	Y
					W	100	30	Y	Y
					S	200	20	Y	Y
					Su	292	0	Y	Y
SPAN 2	Elementary Spanish	Staff	100%	5	F	230	34	Y	Y
					W	300	16	Y	Y
					S	120	14	Y	Y
					Su	213	0	Y	Y
SPAN 2A	Intensive Spanish	Gambini Montes/ Parodi/ Sloves	100%	5	Su	106	20	Y	Y
SPAN 3	Elementary Spanish	Staff	100%	5	F	342	20	Y	Y
					W	300	48	Y	Y
					S	325	33	Y	Y
					Su	426	0	Y	Y
SPAN 3A	Intensive Spanish	Gambini Montes/ Parodi/ Sloves	100%	5	Su	126	0	-	-
SPAN 4	Intermediate Spanish	Staff	100%	5	F	100	18	Y	Y
					W	82	20	Y	Y
					S	90	8	Y	Y
					Su	82	0	Y	Y
SPAN 5	Intermediate Spanish	Staff	100%	5	F	60	40	Y	Y
					W	100	26	Y	Y
					S	45	75	Y	Y
					Su	47	1	-	Y
SPAN 6	Intermediate Spanish	Staff	100%	4	F	-	-	-	Y
					W	-	-	-	-
					S	-	-	-	-
SPAN 10	Elementary Spanish	Staff	100%	3	Su	295	10	Y	Y
SPAN 25	Advanced Spanish	Falce-Robinson, Staff	100%	3	F	134	0	Y	Y
					W	128	2	Y	Y
					S	100	2	Y	Y
					Su	57	6	Y	Y
SPAN 27	Composition: Spanish Speakers	Falce-Robinson, Staff	100%	3	F	82	0	Y	Y
					W	94	2	Y	Y
					S	76	2	Y	Y
					Su	-	-	-	-
SPAN 28A	Spanish for Special Purposes: Medical Spanish	Tumbaga	100%	3	S	-	-	-	Y
				3	Su	-	-	-	Y
SPAN 198A	Senior Honor Research in Spanish	Parodi	100%	3	F	-	-	Y	-
		Falce-Robinson			Su	-	-	-	Y
SPAN 198B	Senior Honors Research in Spanish II	Parodi	100%	3	S	-	-	Y	Y
		Van Delden, M.H.			S	-	-	Y	Y

Course Number	Course Title	Instructor	% Latin Am Content	Contact Hrs/Wk	Term	12-13 UG	12-13 G	13-14	14-15
Spanish Linguistics and Language Pedagogy									
SPAN M35	Nature of Language (Same as PORT M035)	Quicoli	100%	3	F	-	-	-	Y
				3	W	58	0	Y	Y
				3	Su	21	0	-	Y
SPAN 89	Honors Seminar for M35	Quicoli More, A.H. Van Delden, MH	100%	3	F	-	-	-	-
					W	1	0	Y	Y
					W	1	0	-	-
SPAN 100A	Phonology and Morphology	Parodi	100%	3	S	1	0	Y	Y
					F	-	-	-	Y
					W	32	3	Y	Y
SPAN 100B	Syntax	Parodi	50%	3	Su	25	0	-	Y
					W	35	0	-	-
					Su	-	-	-	Y
SPAN M118A	Hist. of Span. and Port.:	Quicoli	100%	3	Su	-	-	-	Y
SPAN 160	Spanish Linguistics	Quicoli, A.C. Abad Rabat Falce-Robinson	100%	3	Su	27	6	-	Y
					S	33	0	-	-
					W	19	0	Y	Y
SPAN 160	Spanish in Social Context	Vasiliev, P.	100%	3	F	-	-	Y	Y
					S	-	-	Y	Y
					S	-	-	Y	Y
SPAN M172SL	Latinos, Ling, & Literacy	Plann, SJ	50%	4	S	3	0	Y	Y
SPAN 175	Topics: Writing & Translation	Parodi, C	100%	3	Su	22	0	-	Y
	The Short Story	Torreccilla, J.	100%	3	S	-	-	Y	Y
SPAN 202A	Phonology	Parodi	100%	3	F	-	-	-	-
SPAN 204A	Generative Syntax and Semantics	Parodi	50%	3	W	0	3	-	-
					F	0	4	Y	-
SPAN 256A	Studies in Spanish Linguistics	Parodi	100%	3	F	0	13	Y	Y
					S	0	13	Y	Y
SPAN 256B	Spanish Linguistics	Parodi Quicoli, AC	60%	2	W	0	12	Y	Y
					S	0	1	-	-
SPAN 290	Poetry as Social Practice:	Engelbert	50%	3	W	-	-	-	Y
	Case of Sonnet	Staff	25%	3	W	-	-	-	-
	Speech Perception, Recognition, & Production as L1 & L2	Staff	25%	3	W	-	-	-	-
	Memories of Violence:	Denegri, A.M.	100%	3	S	-	-	-	Y
	Testimony in Peru and Guatemala, 1980 to 2000	Denegri, A.M.	100%	2	W	0	8	-	Y
	Borges, Buenos Aires, and Cultural Modernity	Begero, AJ	100%	2	S	0	7	-	-
	Ruben Dario and His Poetry	Kristal, E	100%	2	S	0	15	-	Y
	Special topics	Kristal, E	100%	2	W	-	-	Y	Y
	Special topics	Van Delden, MH	100%	2	F	0	12	-	Y
	Special topics	Johnson, C.D.	100%	2	F	-	-	Y	-

Course Number	Course Title	Instructor	% Latin Am Content	Contact		12-13		13-14	14-15			
				Hrs/Wk	Term	UG	G					
SPAN 375	Teacher Apprentice Practicum	Falce-Robinson	100%	3	F	0	32	Y	Y			
					W	0	26	Y	Y			
		Degenais			S	0	30	Y	Y			
					F	0	4	-	-			
					W	0	2	-	-			
					S	-	-	Y	Y			
		Marturano			S	0	2	-	-			
					F	-	-	Y	-			
		Van Delden, M.H.			S	0	3	Y	Y			
					S	0	2	Y	Y			
		More			W	0	3	-	-			
		Torrecilla			F	-	-	Y	-			
		Bergero, A.J.			-	-	-	Y	-			
		Cortinez, V.			W	-	-	Y	Y			
		Ruiz, T.F.			S	-	-	Y	Y			
SPAN 495	Teaching Spanish at	Falce-Robinson	100%	3	F	-	-	Y	Y			
Spanish American Literature and Culture												
SPAN 42	Iberian Culture	Dagenais, J.C.	50%	3	F	114	0	-	-			
					S	-	-	Y	Y			
		Torrecilla, J.			W	130	0	-	-			
					F	-	-	Y	-			
SPAN M44	Civilization of Span Am	Van Delden	100%	3	W	-	-	-	-			
					S	-	-	Y	Y			
		Marchant			S	129	0	-	Y			
		Falce-Robinson			Su	-	-	Y	Y			
		More			W	125	0	-	-			
		Cortinez, V.			W	-	-	Y	-			
					F	-	-	-	Y			
SPAN M98T	Women & Modernism 1900-40	Johnson, RL	70%	3	S	4	0	-	-			
SPAN 119	Intro. To Literature	Torrecilla	100%	3	F	-	-	-	Y			
					F	49	0	-	-			
		Marturano			W	43	0	-	-			
					Bergero	S	39	0	-	-		
		Torrecilla			F	-	-	-	Y			
					Fudacz	S	33	0	-	Y		
		Strct-Literary Work			Molina	100%	3	W	34	0	-	-
								Bergero	100%	2	F	-
					Fudacz	100%	3	F	-	-	Y	-
								Calderon, H.V.	100%	3	S	-
	SPAN 120	History of Literature	Payan Martin	100%	3	W	-	-	-	Y		
						S	-	-	Y	Y		
Su						-	-	-	Y			
Marturano, J.			100%	3	W	1	71	-	-			
					S	0	59	-	Y			
					F	-	-	Y	Y			
SPAN 135	Early Modern Studies	Molina/ Rodriguez Johnson CD	100%	3	F	62	1	-	Y			
					W	32	0	Y	Y			
					S	33	0	-	-			
		Ruiz, TF	100%	3	F	-	-	Y	-			
					S	95	0	Y	Y			
					S	-	-	-	-			

Course Number	Course Title	Instructor	% Latin Am Content	Contact		12-13		13-14	14-15
				Hrs/Wk	Term	UG	G		
SPAN 140	Modern Studies	Denegri, AM	100%	3	W	32	0	-	-
		Beyer, B.R.			W	-	-	Y	Y
	Latin American Short Story	Torreccilla, J.			F	-	-	Y	-
		Van Delden, M.H.	100%	3	S	-	-	Y	Y
	19th-Century Nationalism in Literature and Music	Beyer, B.R.	100%	3	S	-	-	Y	Y
SPAN 150	Contemporary Studies	Johnson, R.L./Fudacz, J.D.	100%	3	F	60	1	-	Y
	Trends in Contemporary Latin America	Fudacz, J.D.	100%	3	F	-	-	Y	-
	Revo, Resistance, and Ruins: Cuban Lit., 1959-Present	Calderon, HV			F	-	-	-	Y
		Fudacz, J.D.	100%	3	S	-	-	Y	Y
	Sports in Fiction & Film in 20th-Cent. Spain	Cuesta, L.	100%	3	F	-	-	Y	-
	Spanish Civil War in Fiction & Film	Cuesta, L.	100%	3	W	-	-	Y	Y
	Mex.Cult. Through Lit., Film, & Music	Calderon HV	100%	3	W	54	2	-	Y
				3	S	-	-	Y	Y
	Re-Explorations: New Perspect. on Old Worlds in Latin Am. Hist. Fic	Rodriguez, JN	100%	3	W	30	1	-	-
	Novella Trad. in Latin Am. Lit.	Maturano, J	100%	3	S	39	0	-	-
	Women in Lit. & Film: Contemp. Spain	De Zubiaurre, MT	100%	3	S	36	1	-	-
	Contemporary Studies	Arevalo/False-Robinson	100%	3	Su	30	2	-	
	Gender Rep. & Female Professionalization in Argentina, 1930	Lee, Y.M.	100%	3	W	-	-	Y	Y
	Pop. Cult. in Contemp. Latin Am. Lit.	Lee, Y.M.	100%	3	S	-	-	Y	Y
	Mexican Lit. & Identity	False-Robinson, J.	100%	3	Su	-	-	Y	Y
SPAN 155	US Latino Studies	Heredia, J.	50%	3	F	17	0	-	-
	Literature in Chicana/o Movement	Claderon HV	50%	3	W	40	0	-	-
	Chicano Narrative	Calderon, HV	25%	3	S	67	0	-	-
SPAN M165SL	Spanish Community	Plann, SL	60%	3	W	7	1	-	-
		False Robinson, J			S	12	1	Y	Y
SPAN 170	Golden Age of Mex. Cinema, 1939 to 1960	Maciel, D.	100%	4	F	103	2	-	-
		Rodriguez, JN	100%	3	F	-	-	-	Y
	Literary Representation & Images in Latin Am.	Maturano, J.	100%	3	F	-	-	Y	-
		Pelayo/ Martinez	100%	3	F	-	-	Y	-
	Golden Age of Mexican Cinema, 1939 to 1960	Degenais	100%	3	W	27	1	-	-
	Border Subjects in Latin American Cultures	Bergero, A.J.	100%	3	W	-	-	Y	Y
	Colonial Literature in Cinema: Adaptation, Representation, and History	Rodriguez, JN	50%	4	S	36	2	-	-
	Indigenous Andean Life in Contemporary World	De la Torre, L	100%	4	Su	39	0	Y	Y
		Arevalo/False-Robinson	100%	4	Su	31	1	-	Y

Course Number	Course Title	Instructor	% Latin Am Content	Contact		12-13		13-14	14-15
				Hrs/Wk	Term	UG	G		
SPAN189HC	Honors Contracts	Ruiz	100%	3	W	-	-	-	-
		S			10	0	-	-	
		Calderon/Rodriguez			W	1	0	-	-
		Calderon, H.V.			S	-	-	Y	Y
		Maciel			F	1	0	-	-
		Marturano, J.			S	1	0	-	-
SPAN 191B	Hispanic Culture and Civ	Quicoli, AC	100%	3	Su F	20 -	0 -	- Y	- -
SPAN 191C	Senior Capstone Seminar	De Zubiaurre, M.T. Marturano, J Cortinez, V.	100%	3	F	18	0	Y	-
					F	-	-	-	Y
					W	17	0	-	-
		S			-	-	Y	Y	
		Parodi, C.			W	-	-	Y	-
		Bergero, AJ			S	24	0	-	-
		Johnson, RL			S	7	0	-	-
		Maturano, J.			S	-	-	Y	Y
SPAN 195	Senior Honor's Research	Ruiz/Marchant	100%	3	F	-	-	-	Y
					W	-	-	-	Y
		Marchant Calderon, H.V.			S	-	-	-	-
					S	-	-	Y	Y
SPAN 197	Individual Studies	Ruiz	100%	3	F	-	-	-	-
					W	-	-	Y	Y
					S	-	-	Y	Y
		Staff Parodi/Cortinez			S	4	0	-	-
					W	4	0	-	-
					S	-	-	Y	Y
		Maciel De Zubiaurre Cortinez Bergero			F	7	0	-	-
					F	2	0	-	-
					W	1	0	-	-
					S	1	0	-	-
					F	-	-	Y	-
SPAN 199	Directed Research	Ruiz/Quicoli	100%	3	F	6	0	Y	-
					W	-	-	Y	Y
		Degenais Bergero, A.J. Skirius/Ruiz/West Parodi Ruiz Maturano Calderon Ruiz Parodi			F	1	0	-	-
					F	-	-	Y	-
					W	7	0	-	-
					S	2	0	-	-
					S	4	0	Y	Y
					S	1	0	-	-
					S	1	0	-	-
					Su	1	0	-	Y
		Su			1	0	-	Y	
		Johnson, R.L. Torrecilla, J.			S	-	-	Y	Y
					W	-	-	Y	Y
					S	-	-	Y	Y
SPAN M201A	Literary Theory and Criticism (SAME AS: PORT M201A)	Zubiaurre	100%	3	W	-	-	-	Y
					F	0	5	Y	-
SPAN 223	Medieval Prose	Dagenais, J.C.	25%	3	S	-	-	Y	Y
SPAN 224	Poetry of Golden Age	Johnson, DC	50%	3	W	0	3	-	-
					S	-	-	Y	Y

Course Number	Course Title	Instructor	% Latin Am Content	Contact		12-13		13-14	14-15
				Hrs/Wk	Term	UG	G		
SPAN 225	Drama of Golden Age	Fuchs, B.	50%	3	S	-	4	-	-
Spanish 288	The Enlightenment	Torrecilla, J.	50%	3	S	-	-	Y	Y
SPAN 230	Realism & Naturalism	Torrecilla, J.	50%	3	W	-	7	-	-
SPAN 237	Literature of Spanish Conquest	More	100%	3	F	-	-	-	-
					W	1	9	-	-
SPAN 240	Modern Span Am Literature	Bergero	100%	3	F	-	-	Y	-
SPAN 241A	Contemporary Spanish- American Short Story	Cortinez, V.	100%	3	S	0	5	Y	Y
SPAN 244A	Contemporary Span Am Novel	Van Delden	100%	3	F	-	-	-	Y
					S	-	-	-	Y
					F	0	21	-	Y
					S	-	-	Y	Y
SPAN 247	Chicano Literature	Calderon	50%	3	F	-	-	-	Y
					W	0	-	Y	Y
SPAN 290	Special Topics	Cohen/Kristal/et al	100%	3	F	-	-	-	-
					W	0	8	-	-
					S	-	-	-	-
					F	1	10	-	Y
					S	0	7	-	-
SPAN 291A	Colonial Studies	Parodi	100%	3	S	0	15	-	-
					W	-	-	Y	Y
					S	-	-	Y	Y
SPAN 291B	Colonial Studies	Parodi	100%	2	W	-	-	Y	Y
					S	0	3	-	-
SPAN M294	Literary Theory	Heise/ Christensen	50%	3	S	-	-	Y	Y
SPAN 296	Research Group	Bergero	100%	2	S	-	-	Y	Y

*SPAN M035, M042, M044 taught in English.

II. AREA COURSES

Afro-American

AFRO AM M154C	Black Experience in LatAm	Sawyer	100%	3	F	99	1	-	Y
		Moreno Campos/ Lewis			W	-	-	Y	Y
AFRO AM 188A	Blackness in Mex.: Identity, Zamora, S./Ortiz, V. Polt., & Pop. Cult.		100%	4	S	-	-	Y	Y
		Lytle Hernandez/Hirshberg, L.B.			F	-	-	-	Y

Course Number	Course Title	Instructor	% Latin Am Content	Contact		12-13		13-14	14-15
				Hrs/Wk	Term	UG	G		
AFRO AM C191	Women & Gender in Carib.	Finch	100%	3	S	-	-	-	Y
	Themes in African Diaspora	Finch	50%	3	W	-	-	-	Y
	Racial and Ethnic Disparities in Health Care	Alexander, C.J.	25%	4	S	0	11	-	-
	Chicanos, Prisons, and Policing in the U.S.	Cuevas, O.	50%	4	S	0	4	-	-
	Diversity and Communication in America	Nelson, H.V.	25%	4	F	-	-	Y	-
	Women of Color in the World	Radcliffe, K.L.	50%	4	W	-	-	Y	Y
AFRO AM C291	Race, Racism, and Law	Vonblum, P.	50%	4	W	-	-	Y	Y
	Afr. Cult. In LatAm, Caib. & U.S.	Flores-Pena	60%	3	S	-	-	-	-
	Themes in African Diaspora	Finch	50%	3	W	-	-	-	-
	Sacred Space in Afr. Diaspora	Flores-Pena	60%	3	S	-	-	-	-
	Tpcs-Afro-Amer-Stds	Leeds, A.	100%	3	W	-	-	-	-
	Tpcs-Afro-Amer-Stds	Frierson, S.M.	25%	3	S	-	-	-	-
	Tpcs-Afro-Amer-Stds	Garner, SJ	25%	3	S	0	2	-	-
	Diversity and Communication in America	Nelson, H.V.	25%	4	F	-	-	Y	-
	Women of Color in the World	Radcliffe, K.L.	50%	4	W	-	-	Y	Y
Anthropology									
ANT 114P	Ancient Civilization - Mesoamerica	Lesure	100%	3	F	-	-	-	-
		Cheethman, D.			W	134	0	-	Y
ANT 114R	Ancient Civilization - Andes	Stanish	100%	3	F	0	-	Y	-
					W	0	-	-	Y
					S	90	0	-	-
ANT 118	Visualizing Past, Peopling Past	Vranich, A.N.	50%	3	F	-	-	Y	Y
ANT 119P	Cities Past and Present	Smith, M.L.	60%	3	S	-	-	-	-
ANT 137	Anthropology of Protest/Activism	Potuoglu-Cook, O.	50%	3	F	73	0	-	-
ANT M140	Language in Culture	Goodwin	30%	3	S	-	-	Y	Y
					W	137	0	Y	Y
					Su	23	0	-	-
ANT 173Q	Latin American Communities	George/ Throop	100%	3	Su	-	-	Y	-
		Brantingham			F	-	-	-	Y
ANT 179	LatinAm.&Caribb.Anthr.	Thornton, R.	100%	3	Su	-	-	Y	Y
ANT 191	Work and Migration in Americas	Garth/ Throop	100%	3	S	-	-	Y	Y

Course Number	Course Title	Instructor	% Latin Am Content	Contact		12-13		13-14	14-15
				Hrs/Wk	Term	UG	G		
ANT 199	Directed Research: LatAm Topics	Goodwin/Hammond	100%	3	S	2	0	-	-
					W		-	Y	Y
					F		-	-	-
					W		-	Y	Y
		Lesure, R.G. Browner/Goodwin			F	6	0	-	-
					W	3	0	-	-
					S	7	0	-	-
					Su	1	0	-	Y
ANT M242	Ethnography -	Wertheim Goodwin, M. H.	25%	3	S		-	-	Y
					S	0	18	-	-
ANT M264	Latin American Traditional Medicine	Taub	100%	3	S		-	-	Y
					W		-	-	Y
ANT M266	Health and Culture of Americas	Taub	100%	3	W	0	3	Y	Y
ANT M284	Qualitative Research Methodology (Lat Am Case Studies)	Kagawa-Singer	25%	3	S	0	4	Y	Y
					S	0	4	-	-
Art History									
AH 19	Frida Mystique	Black	100%	1	S	14	0	-	-
AH 55B	International- Pre Columbian Art	Nair, S.E.	100%	4	S	178	0	-	-
					W		-	Y	Y
AH 58	Architecture in Modern World	Upton, D.	50%	3	S	-	-	Y	Y
AH 89 HC	Honors Contracts	Nair	100%	3	S	1	0	-	-
AH 110G	Art & Politics in Contemporary Americas: Latin America	Raabe, V.C/ Kwon, M.	100%	3	Su	10	0	-	-
AH 110F	Topics in LatAm Art	Kunzle	100%	3	S	-	-	-	Y
AH C110H	20th Cent. Latin American Art	Black	100%	3	Su	-	-	-	Y
		Rosenblum, B.T	100%	3	Su	16	0	-	Y
AH C117A	Pre-Colombian Art - Mexico	Klein	100%	3	W	-	-	-	Y
AH C117B	Pre-Colombian Art - Maya	Klein	100%	3	F		-	-	-
		Pohl, J.M.			S		-	Y	Y
AH 117D	Aztec Art	Klein Pohl, J.M.	100%	3	W F	60	3	-	Y Y
AH 117E	Colonial LatAm Art	Black	100%	3	S	48	0	-	Y
AH 117F	Inca Visual Art Culture	Nair	100	3	W	23	4	-	Y
AH 118B	Caribbean Art	Rosenblum, B.T	50%	4	Su		-	Y	Y
AH 118E	Adv. Non-Western Art Brazilian Art and Architecture	Pohl, J.M.	50%	3	W		-	-	-
		Le Blanc, A.	100%	3	S		-	Y	Y

Course Number	Course Title	Instructor	% Latin Am Content	Contact		12-13		13-14	14-15
				Hrs/Wk	Term	UG	G		
AH 127	Murals: Walls of Empowerment	Lopez	50%	3	S		-	-	Y
	Protest and Praxis in Mexican and Chicana/Chicano Art	Black/Gaspar de Alba/Chavez	50%	3	S	18	0	-	Y
	Chicano Art at the Museum	Black, CV	50%	3	W	9	0	-	-
	Cuzco	Nair, S.E.	100%	3	S	-	-	Y	Y
AH C150C	Contemporary Art, 1980s to Present	Kwon, M.	50%	3	S	-	-	Y	Y
AH C218A	Pre-Colombian Art - Mexico	Klein	100%	3	W	-	-	-	Y
AH C218C	Pre-Colombian Art - Andes	Klein	100%	3	S	-	-	-	Y
		Nair, S.E.		F	-	-	Y	-	
AH 218E	Colonial Latin American Art	Black	100%	3	S	0	8	-	Y
AH 219B	Pre-Colombian Art	Klein	100%	3	F	-	-	-	-
AH C250C	Contemporary Art, 1980s to Present	Kwon, M.	50%	3	S	-	-	-	Y
					S	-	-	Y	Y
Ecology and Evolutionary Biology									
EE BIOL 116	Conservation Biology (Mexico)	Wayne Chung, WC Rundel, P.W./ Wayne, Thompson, P.	25%	3	W	396	0	-	Y
					Su	35	0	-	Y
					W		-	Y	Y
					Su		-	Y	Y
EE BIOL 124 A	Field Ecology	Ellingson Blumstein, D.T, Jacobs, D.K	25%	5	S		-	-	-
					W		-	Y	-
					S		-	Y	-
EE BIOL 124 B	Field Ecology	Larison Pauly, G.B.	50%	3	S	15	0	-	-
			50%	5	S	-	-	Y	Y
EE BIOL C151A	Tropical Ecology(Central America, Brazil, Mexico)	Gibson	100%	3	W	-	-	Y	Y
EE BIOL C151B	Field Tropical Ecology: Central Am, Brazil, Mexi.	Staff	100%	3	W	-	14	Y	Y
Chicana & Chicano Studies									
CCS M102	Mexican Americans and Schools	Nava, P.E.	25%	4	Su	-	-	Y	Y
CCS C105M	Chicano Lit 1970s-Now	Perez-Torres, R. Lopez, MK	25%	4	F	32	0	-	-
					W		-	Y	Y
					S	15	0	-	Y
CCS M105B	Chicano Lit 1920 - 1970	Lopez, M.K.	25%	4	F	-	-	Y	Y
CCS C105E	Chicano/a & Latino/a Lit	Sanchez Rivera, E.	25%	4	W	-	-	Y	-
CCS M106	Health-Chicano/Latino	Hayes-Bautista, D.	50%	4	W	81	2	Y	Y
					Su	23	1	-	-

Course Number	Course Title	Instructor	% Latin Am Content	Contact		12-13		13-14	14-15
				Hrs/Wk	Term	UG	G		
CCS M108A	Latin American Music	Loza, S.J.	100%	3 4	Su W	44	0	- Y	- Y
CCS 111	Chicana/Chicano and	Pons	100%	3	W		-	Y	Y
CCS M116	Chicano/Latino Music in	Crespo-Diaz, F.J.	50%	4	S		-	Y	Y
CCS M119	Community Formation	Hinojosa-Ojeda, R.	50%	4	W S	33	0	- -	- Y
CCS 120	Immigration and Chicano	Cuevas	50%	4	W	44	2	-	Y
CCS M122	Planning ISS- Latino	Hinojosa-Ojeda, R.	25%	4	S	-	-	Y	Y
CCS M124	Immigration and Chicano Identity	Hernandez	50%	4	F	-	-	-	Y
	Latino Immigration History and Politics	Aguilar, J.M. / Martinez, N.	25%	4	W S	- -	- -	- Y	Y -
CCS 125	U.S.-Mexico Relations	Hinojosa	50%	3	F	-	-	Y	-
		Ponce/Valenzuela, A.	50%	4	Su	22	0	-	Y
CCS M126	Politics of Crisis:	Oliva-Alvarado, K.	50%	3	Su	-	-	Y	Y
CCS 132	Border Consciousness (Mexico)	Gonzalez	50%	3	S	-	-	-	-
		De Alba	50%	4	W	-	-	-	-
		De Alba	50%	3	F	-	-	Y	Y
CCS 135	Bilingual Writing	De Alba	50%	3	W	-	-	-	Y
			50%	4	W	-	-	Y	Y
CCS M139	Chicano/Latino Literature	Perez-Torres, R.	50%	4	F	-	-	-	Y
		Smith, L.C.	50%	4	F	6	0	-	-
		Sanchez Rivera, E.	60%	4	W	5	1	-	-
CCS C141	Chicana and Latina (Mexico)	Pons	50%	3	S	-	-	Y	Y
CCS 142	Mesoamerican Literature	Pons	100%	3	F S	- 41	- 0	- -	Y -
CCS 143	Diverse Roots-Mexico	Romero, R.C.	100%	4	S Su	- 33	- 0	- -	Y -
CCS M144	Women in Latin America	Blackwell	100%	3	S	39	0	-	Y
CCS CM147	Transnational Women's Organizing in the Americas	Blackwell	50%	3	F	26	1	-	Y
					S		-	Y	-
CCS 150	Affirmative Action	Romero, R.C./ Aguilar II, M.J.	25%	4	W	67	0	Y	Y
CCS 151	Human Rights in the Americas	Verches	50%	3	F	-	-	-	-
			50%	4	Su	15	0	Y	Y
CCS 152	US Deporting Campaigns	Hernandez, D.M. Oliva- Alvarado, K. Magana, M.R.	50%	4	S	-	-	-	-
					F	-	-	Y	-
					Su	-	-	Y	-
CCS 153	Central Americans in US	Abrego, L.J.	60%	4	F S	28	3	- Y	Y -

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CCS M155	Latinos in the US	Ortiz, V.	60%	4	S	29	0	-	Y
				3	S	-	-	Y	-
CCS 156A	Immigrant Rights & Labor	Valenzuela/Narro/ Wong	50%	3	F	72	0	-	Y
					F	-	-	Y	-
					Su	-	-	Y	-
CCS 159A	History of Chicano People	Gomez-Quinones	30%	3	F	41	0	-	Y
CCS M159B	History of Chicano People	Gomez-Quinones	30%	3	W	14	0	Y	Y
CCS S164LM	Latino Immigrant Youth	Plann, S.J	50%	5.5	W	-	-	-	Y
					F	8	0	Y	-
CCS 166	Paulo Freire	Pescador Covarrubias	100%	3	W	30	0	-	-
				4	F	-	-	Y	Y
					S	-	-	Y	Y
CCS 168A	Print Media	Santa Ana, O.	25%	4	W	-	-	Y	Y
CCS S170LM	Latinos & Linguistic&	Plann, S.J.	60%	4	S	7	0	-	-
CCS M170SL	Latinos, Linguistics, and	Plann, S.J.	30%	4	S	-	-	Y	Y
CCS 171	Hegemonic Humor	Santa Ana, O.	75%	4	F	-	-	-	Y
					S	48	0	-	-
CCS 178	Latinos and the Law	Romero, R.C.	50%	4	F	-	-	-	Y
					S	75	0	Y	-
					Su	8	0	-	Y
CCS M183	History of Los Angeles	Avila, E.R.	25%		Su	4	0	-	Y
CCS 186A	Beyond the Mex. Mural: Beginning Muralism & Comm. Laboratory	Baca	100%	3	F	17	3	Y	Y
			100%	4	W	8	2	-	-
CCS 188	Murals: Walls of Empowment	Lopez	30%	3	S	-	-	-	Y
	Gender Chaos: Infamous Women in Chicano Hist.	Ramirez- Opopeza, M. Saavedra, Y.J.	100%	6	F	77	2	Y	Y
			25%	3	F	-	-	Y	Y
	Latina/o Families in US War on Drugs	Oliva-Alvarado, K Covarrubias, A.	50%	3	W	10	9	-	Y
			25%	3	W	-	-	Y	Y
	African American and Latino Relations	Ortiz, V., Zamora, S.	25%	3	W	-	-	Y	Y
	Blackness in Mexico: Identity, Politics, and Popular Culture	Zamora, S. / Ortiz, V.	75%	3	S	-	-	Y	Y

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CCS 191	Anglos, Mexicans & Found. Fict.	Lopez	30%	3	S	-	-	-	Y
	Femicide: Death, Gender, and the Border	Gaspar de Alba, A	50%	3	F	25	2	-	-
	Social Movements and Labor in Los Angeles	Shaddock-Hernandez	25%	3	F	2	0	-	Y
	Chicano Art and the Museum	Black, CV	25%	3	W	3	0	-	-
	Protests and Praxis in Mexican and Chicana/Chicano Art	Gaspar de Alba, A./Black C.V./Chavez, Y.B.	100%	3	S	4	3	-	Y
	Applied Research Methods in Los Angeles Labor Community	Rivera-Salgado, G.	25%	3	W	-	-	Y	Y
	Sites of Public Memory: Murals and Other Sacred Sites in Los Angeles	Baca, J.	25%	3	Su	-	-	Y	Y
	Ethnic Los Angeles: Culture, Identity, and Urban Space	Haro, C.M	25%	3	Su	-	-	Y	Y
CCS 201	New Directions	Pons M.C	25%	4	W	0	8	-	-
		Blackwell, M.S.	50%	4	W	-	-	Y	Y
CCS M213	Asian-Latinos	Romero, R.C.	30%	3	W	-	-	Y	Y
CCS C215	Transnational Women's Organizing in Americas	Blackwell, M.S.	50%	4	S	-	-	Y	Y
CCS C231	Border Consciousness	Gaspar de Alba, A.	30%	3	F	-	-	Y	Y
CCS 233	Public Art	Baca, J.F.	25%	3	F	-	-	Y	Y
CCS 234	New Social Media and Activist Art	Baca, J.F.	25%	4	W	-	-	Y	-
CCS C251	Chicana and Latin American Women's Narrative	Pons, M.C.	50%	4	S	-	-	Y	Y
CCS C276	Health in Chicano/Latino Population	Hayes-Bautista, D.	25%	4	W	-	-	Y	Y
CCS 279	Globalization and Transnationalism	Hinojosa-Ojeda R	40%	3	W	0	8	-	-
CCS 281	Central American Migration and Integration	Abrego, L.G.	75%	3	F	-	-	Y	Y
CCS 291	Studies in Chicana/Chicano Literature	Perez- Torres, R.	25%	3	W	-	-	Y	-
	Chicano Literature	Calderon, H.V.	25%	3	W	-	-	Y	-
	Mexico-U.S. Migration	Hernandez-Leon, R.	50%	3	S	-	-	Y	Y
Community Health									
COM HTL 132	Health&Disease&Srv-L Am	Taub, B./Coleman, HH	100%	4	F	58	2	Y	Y
COM HTL 200	Global Health Problems	Von Ehrenstein, O. Dorian, A.	30%	4	F	0	20	-	Y
					S	0	14	-	Y
					S	0	11	-	-
					F	-	-	Y	-

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COM HTL 205	Immigrant Health	Wallace, S.P	30%	2	W	1	15	Y	Y
COM HLT 210	Community Health Sci	Upchurch, D.M Pebbley, A.R/Byrd, D./Alcala, H.E.	30%	3	F	0	6	-	-
					F	0	59	-	-
COM HLT M250	AIDS in Latin America	Taub, B.	100%	3	S	0	5	Y	Y
COM HLT 254	Intentional Disasters: War and Refugees	Halbert, R.J.	30%	2	S	-	-	Y	Y
COM HLT M260	Health & Culture-America	Taub, B.	100%	3	W	0	2	Y	Y
COM HLT M264	Latin America Trad Med	Taub, B.	100%	3	S	0	4	Y	Y
COM HLT 440	Health & Society- US Border	Stratton, S.J	30%	2	W	0	7	Y	Y
COM HLT 441	Global Health Programs	Dorian, A.	30%	2	F	0	15	-	-
Comparative Literature									
CL 4CW	Enlightenment to 20th Cent.	King, KC./Huan, Y.	25%	4	S	23	0	-	-
		King			W	-	-	Y	Y
		King			S	-	-	Y	Y
CL D4W	Great Books	King, K.C/ Chaudhary, M.R./ Dochterman, Z.D/ Felipe, L.B./ Yoon, D.M./ Rahmani, S./ Gabra, M.H./ Rodriguez S.D.	25%	4	S	130	0	Y	Y
		King, K.C/ Chaudhary, M.R./ Dochterman, Z.D/ Felipe, L.B./ Yoon, D.M.	25%	4	F	106	0	Y	Y
		King, K.C/ Chaudhary, M.R./ Dochterman, Z.D/ Felipe, L.B./ Yoon, D.M./ Rahmani, S./ Lehman, P.J.	25%	4	W	130	0	Y	Y
CL 191	LatAm Women & Cult. Expression	Marchant	100%	3	W	-	-	Y	-
	LatAm Lit and Film	Marchant	100%	3	S	-	-	-	Y
	Global Temporalities: Cultural Time Zones	Sutherland Kristal Myambo, M.T	30%	3	S	18	0	-	Y
Dance/WAC									
Dance 1	Global Perspectives- Dance	Marks, V.E.	25%	3	S	41	1	-	
				3	F	-	-	Y	
Dance 8	Beginning WAP- Latin America	Alvarez-Loew, A.M.	100%	3	Su	-	-	-	Y
		Fabiano, SL/Leung, AS			Su	25	2	-	-
	Beginning Afro-Brazilian Dance	Goodman, S.B./ Yu, C.	100%	3	Su	-	-	Y	Y
					W	-	-	Y	Y
	Tango	Fabiano, SL/Marks, VE	100%	3	S	-	-	Y	Y
					S	-	-	Y	Y

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Economics									
ECON 121	Interl Trade Theory (Latin American Cases)	Swanson	30%	3	F	-	-	-	-
					W	120	1	-	Y
		Ozler, S			S	112	2	-	Y
		Mcdevitt, E.P.	25%	4	F	226	1	Y	Y
				4	Su	52	5	Y	Y
ECON 122	International Finance	Krop	30%	3	F	-	-	-	Y
		Swanson	30%	3	S	-	-	-	Y
		McDevitt, E.P.	30%	3	Su	70	1	Y	Y
ECON 123	Foreign Exchange Market	Tornell, A.	30%	3	S	11	1	Y	Y
ECON 281B	International Finance (Latin American Cases)	Tornell	30%	3	F	-	-	-	Y
					W	-	-	-	Y
					S	0	12	Y	-
ECON 282A	Topics in International	Burstein	30%	3	F	-	-	-	Y
					W	0	7	Y	-
ECON 282B	Topics in International	Fajgelbaum, PD	30%	3	W	0	8	Y	Y
ECON C285A	Workshop: Latin American Economics	Tornell	100%	3	W	-	-	-	Y
					F	-	-	-	Y
ECON C285C	International Economy	Fajgelbaum, PD/Hanlon, WW	30%	3	S	0	6	Y	Y
ECON 286A	Economic Development (Latin American Cases)	Lal	30%	3	W	-	-	-	Y
ECON 286B	Cost-Benefit Analysis of Development Projects (Latin American Cases)	Harberger	30%	3	F	-	-	-	-
				3	W	-	-	Y	Y
ECON 287C	Economic Development	Harberger	40%	3	S	0	9	-	-
					F	-	-	Y	Y
					S	-	-	Y	Y
ECON 288A	International Development: Latin Am. Econ.	Tornell	100%	3	F	0	10	Y	Y
ECON 288B	International Development: Latin American Economics	Tornell	100%	3	W	0	10	Y	Y
ECON 288C	International & Development Economics	Tornell	30%	3	S	0	10	Y	Y
Education									
ED M102	Mexican-Americans and the Schools	Alonso, I/Garcia, DG	30%	4	S	68	0	Y	Y
		Malagon, M.C.			S	-	-	Y	Y
		Nava, P.E.			Su	-	-	Y	-

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				Hrs/Wk	Term	UG	G		
ED 130	Race&Class&Inequal	Reynolds, R.E	25%	4	S	174	0	-	Y
					F	170	0	-	Y
		Howard, T.C			F		-	Y	-
		Carroll, J.A.			S		-	Y	Y
ED 182 B	Culture & Gender & Ethnography	Orellana, M.E.	25%	3	F	9	0	-	Y
ED M182C	Culture, Communications, and Human Development Ethnography	Orellana, M.E.	25%	3	W	-	-	Y	-
		Cooper, R.			S	-	-	Y	Y
ED M183C	Culture, Communications, and Human Development Ethnography	Cooper, R.	25%	6	S	-	-	Y	Y
ED 187	International Efforts in Education	Omwami, E.S.	30%	5	S	-	-	Y	Y
		Cooper, R.			Su	-	-	Y	Y
ED 191B	Working Families and Educational Inequalities in Urban Schools	Shaddock-Hernandez/ Neri, R.C.	25%	4	S	-	-	Y	Y
ED M194C	Culture & Gender & Human Development	Cooper, R./ Flores, A.I	25%	3	S	-	-	Y	Y
ED 204A	Introduction to Education Social Science	Cohen/Hamer	30%	3	F	-	-	-	Y
		Hammer, R.			F	0	9	Y	Y
		Pescador, O.A.			F	0	17	Y	-
ED 204B	Introduction to	Omwami	30%	3	F	-	-	Y	Y
ED 204C	Education and National (Latin America)	Omwami	30%	3	W	-	-	-	Y
ED 204D	Minority Education in Cross-Cultural Perspective (Mexico)	Solorzano	30%	3	W	0	21	-	Y
			30%	4	W		-	Y	-
ED 204E	International Efforts in Education	Omwami, E.S.	30%	3	S	-	-	Y	Y
			30%	4	S	-	-	Y	-
ED C207	Politics of Education: Latin	Torres	100%	3	F	0	8	-	-
					Su	-	-	-	-
		Van heertum, R.J.	30%	2	Su	-	-	Y	-
ED 208B	Immigrant Youth	Orellana, ME	40%	3	W	0	6	-	Y
ED 217D	Language Development and Education (Mexico)	Valadez/Bailey	30%	3	S	-	-	-	Y
		Bailey		4	S	-	-	Y	-
ED 229	Seminar in Urban Schooling (Latin American Cases)	Orellana, M.E.	50%	4	W	-	-	-	-
					F	0	1	Y	Y
		Cooper			F	0	12	-	Y
		Phillip, TM			S	0	12	-	-

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ED 253A	Seminar: Current Problems in Edu.	Kellner	30%	3	S	0	5	-	Y
	Comparative Education	Rust, VD/Rhodes GM Desjardins	30%	4	S W	0	38 -	- Y	Y -
ED 253D	Latin American Education	Torres/Jones	100%	3	W	-	-	-	Y
		Torres, C.A.	100%	4	W	-	-	Y	-
ED 253H	Chicano/Hispanic Ed. (Mex., Central Am.)	Solorzano	50%	3	S	0	12	-	-
		Garcia			W	-	-	-	Y
English									
ENGL B105M	Cicano Lit 1920-70	Lopez	25%	3	S F	60 -	0 -	- Y	- Y
ENGL C105M	Chicano Lit 1970's-Now	Perez-Torres, R.	25%	5 4	F W	39 -	0 -	- Y	Y -
ENGL D105M	Intro to Latino Literature	Boria-Rivera, E.	50%	5	S	-	-	-	Y
ENGL E105M	Studies in Chicana/o and/or Latina/o Literature	Sanchez Rivera, E.	30%	4	F	25	0	-	Y
	Latino USA: Movement and Movements	Sanchez Rivera, E.	30%	4	W	-	-	Y	-
ENGL 133M	Transatlntic Literatures and Cultures	Sanchez, J.L.	30%	4	F	34	0	-	Y
		Cohen, M.C.			F	-	-	Y	-
ENGL B191B	Topics in Chicana/Chicano and/or Latina/Latino Literature	Smith, L.C.	25%	4	F	7	0	-	Y
		Sanchez-Rivera			W	6	0	-	Y
ENGL B191E	Third World Women and Politics of Feminism	Sanchez Rivera, E. 4	40%	4	S	-	-	Y	Y
ENGL B191M	Chicano/Latino Literature	Perez-Torres, R.	50%	4	F	-	-	-	-
		Sanchez Rivera, E.	100%	4	W	6	0	-	Y
Ethnomusicology and Systematic Musicology									
ESM 20A	Musical Cultures of the World	Browner	30%	3	F	-	-	-	Y
	Music - Euro & Americas	Janeczko, J. Salazar, LC	30%	3	F S	- 12	- 4	- -	Y -
ESM 25	Global Pop	Macy, EM Ruskin, J.D.	30%	4	F W	289 -	0 -	- Y	- Y

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ESM 91K	Music of Mexico	Guzman, J.A.	100%	3	F	48	4	Y	Y				
					W	32	4	Y	Y				
					S	45	5	Y	Y				
	Jazz Orchestra	Burrell, K.E.	40%	3	F	-	-	Y	Y				
					W	7	0	Y	Y				
					S	6	0	Y	Y				
		Harrison, C.A			F	1	0	Y	Y				
					W	7	0	Y	Y				
					S	5	0	Y	Y				
		Rodriguez, B.H			F	-	-	Y	Y				
					W	8	0	Y	Y				
					S	6	0	Y	Y				
	Open Ensemble	Taylor, TD/ Linford	30%	3	W	7	0	-	-				
					Intercultural Improvisation	Loza, S.J./ Rodriguez, A.W.	30%	3	W	-	-	Y	Y
					Ensemble			S	-	-	Y	Y	
ESM M108A	Music of Latin America	Loza, S.J.	100%	3	S	154	1	-	Y				
			100%	4	W	-	-	Y	-				
ESM 108B	Music of Latin America	Seeger	100%	3	S	-	-	-	Y				
		Silvers, M.B.	100%	4	F	53	1	-	Y				
		Iyanaga, M.Z.	100%	4	W	-	-	Y	-				
ESM M110A	African American Musical Heritage (Cuba, Brazil)	Djedje	30%	3	F	-	-	-	Y				
			30%	5	W	-	-	-	Y				
			30%	4	W	-	-	Y	-				
ESM M110B	African American Musical Heritage (Cuba, Brazil)	Keyes	30%	3	S	42	1	-	Y				
ESM M116	Chicano Music in U.S.	Crespo-Diaz, F.J.	30%	4	S	-	-	Y	Y				
ESM 161K	Advanced Music of Mexico	Guzman	100%	3	F	24	12	Y	Y				
					W	34	6	Y	Y				
					S	70	8	Y	Y				
ESM 161T	Latin Jazz Ensemble	Rodriguez/Burrell	40%	3	F	-	-	-	Y				
					W	-	-	-	-				
					S	-	-	-	Y				
	Advanced Jazz Orchestra	Burrell, K.E.	40%	3	F	3	1	Y	-				
					W	5	1	Y	Y				
					S	6	2	Y	Y				
		Harrison, C.A.			W	7	1	Y	Y				
					F	-	-	Y	Y				
					S	11	1	Y	Y				
		Rodriguez, B.H.			W	3	0	Y	Y				
					F	8	0	Y	Y				
					S	3	0	Y	Y				
ESM 161Z	Adv Open Ensemble	Taylor	30%	3	S	1	1	-	Y				
	Intercultural Improvisation	Almario			S	4	2	-	Y				
		Loza, S.J.	40%	3	W	-	-	Y	-				
ESM 181	Anthropology of Music (Brazil)	Seeger	50%	3	W	-	-	-	Y				
					S	-	-	-	Y				
		Rice, T.	50%	4	S	-	-	Y	-				
ESM 188	Black Composers of Brazil	Loza/Stevenson	100%	3	F	-	-	-	Y				
	Caribbean Popular Musics	Camal, J.S.	100%	4	F	0	1	-	-				

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ESM 201	History of Ethnomusicology (Latin America)	Loza	50%	3	F	0	3	Y	Y
ESM 208	Latin American Music	Loza	100%	3	W S	- -	- -	- Y	- Y
ESM 292A	Black Composers of Brazil	Loza/Stevenson	100%	3	F	-	-	-	Y
ESM 292B	Caribbean Popular Musics	Camal, J.S.	100%	4	F	0	8	-	-
Film, Television, and Digital Media									
FILM&TV 106C	History of African, Asian, and Lat Am Film	De Las Carreras	40%	3	F	-	-	-	Y
					W	95	0	-	-
			40%	8	Su	12	0	-	Y
			40%	8	Su		-	Y	Y
FILM TV 112	Film & Social Change	Gabriel Cohen, G.D	30%	3	S	-	-	-	-
			50%	3	S	103	0	Y	Y
			50%	8	Su	-	-	Y	Y
FILM&TV M117	Chicanos-Film/Video	Olivia-Alvarado, K.	50%	5	S	-	-	Y	-
FILM&TV 199	Special Studies: Latin American Topics	Noriega/Gabriel	100%	3	F W	- -	- -	- -	Y -
FILM&TV 218	Culture, Media, and Society (Brazil)	Gabriel	30%	3	W	-	-	-	-
	Culture, Media, and Society	Cohen, G.D.	100%	3	W	-	-	Y	Y
FILM&TV 298A	Special Studies (LatAm cases)	Wagmister	30%	3	S	-	-	-	Y
	1960s Lat Am Cinema	Cohen	100%	3	W	-	-	-	Y
		Denove, T.F	100%	4	Su	-	-	Y	-
Gender Studies									
GENDER 123	Gender, Race, and Class in Latin American Literature and Film, 1850 to 1950	Marchant, E.A.	100%	3	W	-	-	Y	Y
GENDER CM143	Women Healers, Ritual, and Transformation	Clair, K.S.	50%	4	W	-	-	Y	Y
GENDER M144	Women's Movement in Latin America	Blackwell, M.S	100%	4	F	4	0	-	-
GENDER M147C	Transnational Women's Organizing in Americas	Blackwell, M.S	60%	4	S	-	-	Y	Y
GENDER M154Q	Gender Systems: Global	Kim, M.K	30%	3	F	-	-	Y	Y
GENDER M157	Chicana Historiography	Saavedra, Y.J	25%	4	F	-	-	Y	Y
					Su	-	-	Y	Y
GENDER 185	Gender Chaos: Infamous Women in Chicana History	Staff	25%	3	F	-	-	Y	Y
GENDER M186A	Women and Gender, Prehistory to 1792	Norberg, K.	25%	3	F	19	0	-	-

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GENDER M186B	Global Feminism, 1850 to Present	Dubois, E.C.	25%	3	W	-	-	Y	Y
GENDER M191E	Third World Women and Politics of Feminism	Sanchez Rivera, E.	25%	3	S	-	-	Y	Y
General Education Clusters									
GE CLST 26A	Poverty and Health in Latin America	Rodrigues/ Commins/ Iribarren/ Taub	100%	3	F	92	0	Y	Y
GE CLST 26B	Poverty and Health in Latin America	Rodrigues/ Commins/ Iribarren/ Taub	100%	3	W	61	0	Y	Y
GE CLST 26CW	Poverty and Health in Latin America	Rodrigues/Coddington/ Dufendach/ Langellier/ Young	100%	3	S	-	-	-	Y
	Cult., Brain, and Early Childhood Develop. in Latin Am.				S	13	0	-	-
	Purity & Danger in the Lives of Mesoam. Healers				S	14	0	-	-
	Multidisciplinary Responses to Lat. Health Issues in the U.S.				S	17	0	-	-
	Representational Practice in Latin Am. Film				S	14	0	-	Y
	Interplay of Social/Envtl Hlth Determinants with Climate Change in Latin Am. & Caribbean	Romero-Franco/ Rodrigues	100%	3	S	-	-	Y	Y
	U.S. Imperialism in Central America	Harley/ Rodrigues	100%	3	S	-	-	Y	Y
	Comp. Policy Responses to HIV/AIDS in Latin Am. and U.S.	Ju/ Rodrigues	100%	3	S	-	-	Y	Y
	Three Chapters in Latin Am. 20th Cent.: Utopia and Dystopia	Velazquez/ Rodrigues	100%	3	S	-	-	Y	Y
	Techn. Solutions for Global Hlth and Poverty	Young/ Rodrigues	50%	3	S	-	-	Y	Y
Geography									
GEOG 3	Globalization: Regional Development & World Economy	Curry	25%	3	F	-	-	Y	Y
					S	163	2	-	-
					W	-	-	Y	Y
					F	217	1	-	Y
					Su	17	0	-	Y
GEOG 4	Regional Development and World Economics	Agnew, J.A.	30%	3	F	237	1	Y	Y
					S	94	3	Y	Y
					Su	32	0	-	-
					W	-	-	Y	-
GEOG 6	World Regions	Wilford Diamond Sullivan, R.E. Ford, O.T.	25%	3	F	-	-	-	Y
					S	86	1	Y	-
					Su	22	0	-	-
					Su	-	-	Y	Y

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GEOG 19	Land and Society in LatAm	Bell	100%	1	F	-	-	-	Y
	South America Called Them: Humboldt and Bonpland	Bell	100%	1	W S	- 6	- 0	Y -	- Y
GEOG 108	World Vegetation	Kremenestki, KV	25%	3	F	114	0	-	Y
GEOG 113	Humid Tropics (Latin American Cases)	Gillespie	50%	3	W S	- 206	- 1	- -	- Y
GEOG 114	Africa and Diaspora in the Americas	Carney	50%	3	F W	- 52	- 0	- -	- Y
GEOG M115	Environmentalism: Latin America	Hecht	100%	3	W	18	0	-	Y
					Su Su	- 4	- 0	Y -	- -
GEOG 121	Conservation of Resources:	Illes	30%	3	Su	34	0	-	Y
	Underdeveloped World								
GEOG M128	Global Environment and Development (Mexico)	Sullivan, R.E	30%	3	S	122	1	-	Y
		Miller, J.E.			W	-	-	Y	Y
GEOG 132	Food, Environment, and Agriculture: Latin America	Bell	100%	3	S	-	-	-	Y
		Carney, J.A.			S	-	-	Y	-
GEOG 133	Cultural Geography:	May	25%	3	S	-	-	-	Y
		Wilford, J.G.	25%	3	F	102	0	-	Y
GEOG 141	Prosperity & Poverty- Third World	Sheppard, ES	30%	3	S	73	1	-	Y
					F		-	Y	Y
GEOG 182A	Spanish South America	Bell	100%	3	F	71	1	Y	Y
GEOG 182B	Brazil	Bell	100%	3	W	30	1	-	Y
GEOG 232	Advanced Cultural Geography	Carney	25%	3	F	0	12	-	Y
GEOG M243	International Migration	Waldinger, R	40%	3	W	0	6	-	Y
GEOG M265	Environmentalisms	Hecht, SB	30%	3	W	0	1	-	-
GEOG 282	South America	Bell	100%	3	W	0	7	Y	Y
History									
HIST 8A	Colonial Latin America	Namala Terraciano, K.B.	100%	3	F	-	-	-	Y
					F	289	1	Y	Y
HIST 8C	Latin American Social History	Derby	100%	3	S	-	-	Y	Y
		Yarfitz, M.H.			S	92	0	-	-

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HIST 19	Nahua Accts. of Mex Conquest	Terraciano	100%	1	F	-	-	-	Y
	Animals and Culture	Derby	100%	1	F	20	0	-	Y
	Los Angeles: Architecture and Ethnicity	Ruiz, T.F.	50%	1	W	-	-	Y	-
	Honor and Shame in Clash of World Cultures and Religions	Bartchy, S.S.	50%	1	S	-	-	Y	Y
	Introduction to Haitian Creole Language and Culture	Derby, L.	100%	1	S	-	-	Y	Y
HIST 96W	Haitian Revolution	Silverman	100%	3	W	-	-	-	Y
	Age of Encounters: Early Modern Trade, Travel, and Empire	Gilbert, C./ Lytle Hernandez	50%	3	W	-	-	Y	Y
HIST 97E	Latin American History	Namala Hernandez/ Lytle-Hernandez	100%	3	F	-	-	-	-
			100%		F	100	0	-	Y
					S	38	0	-	Y
	Narco-mundo	Hernandez/Lytle-Hernandez		3	Su	8	0	-	Y
			100%		F	19	0	-	Y
			100%		Su	14	0	-	Y
HIST M151A	History of Chicano People	Gomez-Quiñones	30%	3	F	16	0	Y	Y
HIST M151B	History of Chicano People	Gomez-Quiñones	30%	3	W	17	0	Y	Y
HIST M151 D	Chicana Histrgraphy	Saavedra	25%	4	F	-	-	Y	Y
HIST 157B	Indians - Colonial Mexico	Terraciano	100%	3	Su	33	0	-	Y
HIST 161	Latin American History	Namala Vazquez Semadeni Vazquez Semadeni Derby, L.	100%	3	S	-	-	-	-
					W	40	0	-	Y
					F	42	0	Y	Y
					Su	60	2	-	-
HIST 162A	Modern Brazil	Summerhill	100%	3	Su	-	-	-	Y
					F	-	-	Y	-
HIST 162B	Brazil 1500-1822	Summerhill, W.R.	100%	3	W	76	2	-	Y
HIST M187A	Women and Gender, Prehistory to 1792	Norberg, K.	30%	3	F	30	0	-	Y

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HIST 191E	Social Science Approaches to History (Latin America)	Summerhill	100%	3	W	12	0	-	Y
	Mexico: Film and Society Since 1982	Wilkie, J.W.	100%	3	W	-	-	Y	Y
	Latin America: Cinema and History since 1940s	Maciel, D.	100%	3	W	-	-	Y	-
	Mexican Film History and Social Change	Maciel, D.	100%	6	F	17	0	Y	-
	Freemasonry and Civil Society in 19th-Century Latin America	Vazquez Semadeni	100%	6	F	11	0	Y	Y
	Empire of Brazil: Monarchy, Slavery, and War	Summerhill	100%	3	S	11	0	-	Y
	Research in Latin American Elitelore	Wilkie, J.W.	100%	3	S	2	0	-	-
	Filmic History: Elitelore Interacting with Folklore	Wilkie, J.W.	100%	3	S	-	-	Y	Y
HIST 198A	Honors Research	Terraciano	100%	2	S	2	0	-	Y
HIST 201H	U.S.-Mexican Relations	Gomez-Quifones	50%	3	F	-	-	-	Y
	US and Social Revolutions: Comparisons with Revolutions in Iran, China, Cuba and Mexico	Gomez-Quinones, J.	40%	3	S	0	1	-	-
HIST 201I	Topics in Latin America	Summerhill	100%	3	F	-	-	-	Y
					S	0	6	-	Y
	Brazil Research Workshop	Summerhill	100%	3	W	-	-	Y	Y
	Latin America: Cinema & History since 1940s	Maciel, D.	100%	3	W	-	-	Y	Y
	Mexico: Film and Society Since 1982	Wilkie, J.W.	100%	3	W	-	-	Y	-
	Mexico's Great National Problems	Wilkie, J.W.	100%	6	F	0	2	Y	-
					S	0	6	-	
	Dissolution of Spanish Monarchy and Formation of Latin Am. Nations	Derby, L.	100%	3	W	0	4	Y	Y
	Power of Images in Iberian Atlantic World, circa 1500 to 1800	Terraciano, KB	100%	3	W	0	10	Y	Y
	Issues in Caribbean Historiography	Derby, L.	60%	3	S	-	-	Y	Y
	Filmic History: Elitelore Interacting with Folklore	Wilkie, J.W.	100%	3	S		-	Y	Y
HIST 214	Topics in World History	Apter, A	30%	3	F	0	11	-	-
HIST 375	Teaching Latin American History	Derby/Namala	100%	3	F	0	2	-	Y
					W		-		
					S		-	Y	Y
		Terraciano, KB	100%	3	F	0	5	-	-
		Lytle Hernandez, K	100%	3	F	0	5	-	-

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Honors Collegium									
HNRS 44	Waste & Culture & Environment	De Zubiaurre, MT	25%	4	S	16	0	-	-
HNRS 143M	Latino Immigration	Hernandez/Garibay, G. Aguilar, J.M./ Martinez, N.	50%	4	W S	- -	- -	- Y	Y Y
Information Studies									
INFO ST 19	Asians in Latin America	Chu	100%	1	W	-	-	-	Y
INFO ST 289	Issues in Information Studies (Latin American Cases)	Chu	30%	3	W	-	-	Y	Y
International and Area Studies									
I A STD 1	Introduction to International and Area Studies	Moore, A.D.	25%	3	F	73	0	Y	Y
					Su	18	0	-	Y
IA STD 50	Introduction to Latin America	Taub	100%	3	W	32	0	Y	Y
					Su		-	Y	Y
IA STD 100A	Economic Development & Cultural Changes	Apter	30%	3	F	72	1	-	Y
		Eilerass, KA			Su	88	0	-	-
IA STD 100BM	Political Economic Development	Ross, ML	30%	3	S	69	0	-	-
		Commins			Su	49	0	-	Y
IA STD 150	Economic Development Countries	Lofchie, MF	30%	3	W	75	0	-	Y
					Su	103	1	-	Y
Latin American Studies									
LAS 205	Latin American	Taub, B.	100%	3	F	0	13	Y	Y
LAS 250B	Special Topics in Latin America	Taub	100%	3	S	-	-	-	Y
LAS M260	Health and Culture: Latin	Taub	100%	3	W	0	1	Y	Y
LAS M262	AIDS in Latin America	Taub	100%	3	S	0	4	Y	Y
LAS M264	Latin American Traditional Medicine (SAME AS CHS 264/ANT 264)	Taub	100%	3	S	0	3	Y	Y
Labor & Workplace Studies									
LBR & WS 19	Fiat Lux Seminar	Rivera-Salgado	50%	1	F	11	0	Y	Y
LBR & WS M122	Planning Issues in Latina/Latino Communities	Hinojosa-Ojeda, R.	50%	4	F	-	-	Y	-
LBR & WS M125	U.S. - Mexico Relations	Ponce, A.	50%	4	Su	2	0	-	Y
		Hinojosa-Ojeda, R.	50%	4	F	-	-	Y	-
LBR & WS M144	Women's Movement in Latin America	Blackwell, M.S.	100%	4	F	5	0	-	Y

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LBR & WS M166A	Immigrant Rights, Labor, and Higher Education	Wong, K./ Narro, V.H./ Valenzuela, A. McCall, IM	50%	3	F	78	0	-	Y
					Su		-	Y	Y
LBR&WS M166B	Research on Immigration Rights, Labor, and Higher Education	Wong, K.	50%	2	W	-	-	Y	Y
LBR & WS M167	Worker Center Movement;	Izavabariu, P.A./ Narro, V.H.	30%	3	F	34	0	-	Y
					W	-	-	Y	-
LBR & WS 188	Special Courses	Rivera-Salgado/LI, Z	50%	4	S	22	0	-	Y
	Disposable Ppl: U.S.	Oliva-Alvarado	50%	4	F		-	Y	Y
	Deportation & Repatriation Campaigns								
	Img. and New 2nd Gen.	Kim	30%	4	W		-	Y	Y
	Latino Immigration History and Politics	Aguilar/ Martinez	40%	4	S		-	Y	Y
	Blackness in Mex.: Identity, Polit., &Pop. Cult.	Zamora/ Ortiz	100%	4	S		-	Y	Y
	Critical Race Theory		30%	4	Su		-	Y	Y
Law									
LAW M98TA	Forced Migration and	Eby, J.A./ Bali, A.	50%	3	W	-	-	Y	Y
LAW 331	Immigration Law	Motomura, H.	40%	3	F	0	57	Y	Y
LAW 332	Immigrants' Rights	Motomura, H.	40%	4	S	-	-	Y	Y
LAW 375	Latinos and the Law	Sarabia, S.	25%	3	F	-	-	Y	Y
Linguistics									
LING M146	Language in Culture	Goodwin	25%	3	F	24	0	-	Y
					W		-	Y	-
		Bacchus Lichtenste			Su	3	0	-	Y
		Ta/Throop, C.J.			Su		-	Y	-
Management									
MGMT 205A	International Business Economics	Souminen, KM	30%	3	F	-	-	Y	Y
					W	0	20	Y	Y
MGMT 234A	International Financial Markets (Latin American Cases)	Roll	30%	3	S	-	-	-	Y
		Eisfeldt, AL			W	0	26	-	-
MGMT 261B	Global Marketing Management (Latin American Cases)	Zhang	30%	3	F	-	-	-	-
					W S	0 -	51 -	- Y	Y -

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MGMT 296A	International Business Management (Latin American Cases)	Schollhammer	30%	3	F	-	-	-	-	
					W	0	19	-	Y	
					S	0	29	-	Y	
		Katzenstrein, GJ	30%		W	-	-	Y	-	
F	0				46	-	Y			
MGMT 297E	Business and Economics in Emerging Markets	Edwards	40%	3	W	-	-	-	Y	
				3	S	-	-	Y	Y	
MGMT 298D	Special Topics Span Lang & Cult 2 for Business	Guiliano, P/ Leamer, EE/ Collado/ Allard	30%	3	F	0	338	-	Y	
			30%	3	W	-	-	Y	-	
		Spich, R.S./ Collado,			S	-	-	Y	Y	
Political Science										
PS 20	World Politics	Totten, RJ	30%	4	F	181	0	-	Y	
					Su	57	1	-	Y	
					W	231	0	-	Y	
					S	225	0	-	Y	
		Larson	30%	4	Su	126	0	-	Y	
PS 50	Intro to Comparative Politics	Thies	25%	3	F	188	0	Y	Y	
					Lofchie	W	114	0	Y	Y
						Su	113	0	Y	Y
		S	111	0	Y	Y				
PS 120A	U.S. Foreign Relations	Larson	25%	3	F	122	1	Y	Y	
					W	119	0	Y	Y	
		Shevchenko, AV Burgos, R.A	25%	4	Su	83	2	-	-	
					Su	-	-	Y	Y	
PS 121A	Framing Latin American Foreign Policy	Mahoney, CW	100%	4	F	130	0	-	Y	
					W	119	0	-	Y	
		Totten, RJ Levin, DH Halvorson, L.A.			Su	92	0	Y	Y	
						F	-	-	Y	-
PS 123A	International Law	Johns, L.N./ Mansoori, N.A.	25%	3	S	-	-	Y	Y	
PS 124A	International Political Economy	Roberts, T	25%	4	F	101	0	Y	Y	
		Rogowski, R.L.			W		-	Y	-	
PS 124C	Latin Am. Econ. Develpt	Kim, JH	100%	4	W	114	0	-	Y	
PS 139	Violence & Human Rights in War & Peace	Scheper-Hughes, N.	25%	4	F	-	-	Y	-	
	Globalization & Welfare State	Kim, J.H.	25%	4	S	-	-	Y	-	
PS 154B	Gov. and Politics of So. America	Geddes	100%	3	W	111	0	-	Y	
	Gov & Polt: Latin Am: States of South Am	Kim, J.H.	100%	4	F	-	-	Y	-	

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PS 181	Chicano & Latino Pltc	Rocco, R.A.	25%	4	W S F	- 51 -	- 0 -	- Y Y	- Y Y
PS M184A	Black Experience in Latin America and Caribbean I	Kone, M.A.	100%	3	F	50	0	-	-
		Moreno Campos/ Lewis	100%	4	W	-	-	Y	Y
PS 239	International Relations	Trager, R	30%	3	W	0	5	Y	Y
PS C244	Latin American Politics	Geddes	100%	3	W S	- 0	- 9	- -	- -
PS 259	Political Economy of Lat Am Information and Accountability in Developing Countries	Bravo	100%	3	S	-	-	-	-
		Posner, D.N	100%	3	F	-	-	Y	Y
PS 289B	Subaltern Critique in Americas	Rocco	50%	3	F	-	-	-	-
	Latino Politics and Latino Studies: Theory, Method, and Ideology		50%	3	F	-	-	Y	Y
	Beyond the Urban Core: Race, Class and Politics of Place	Yokley, L.F.	25%	3	W	-	-	Y	Y
Psychiatry and Behavioral Sciences									
P M214	Cross-Cultural Studies of Socialization and Children	Weisner	25%	3	W	-	-	-	Y
Public Health - Community Health Sciences									
CHS M106	Health- Chicano/Latino	Hayes-Bautista	25%	3	W Su	14 20	2 2	- -	- -
CHS 132	Health, Disease and Health Services: Latin America	Taub	100%	3	F	58	2	Y	Y
CHS 200	Global Health Problems (Latin American Health Issues)	Langellier	30%	3	F W	- -	- -	- -	- -
		Von Ehrenstein, O.	100%	3	F	0	20	-	-
		Von Ehrenstein, O. Dorian, A.	100%	3	S S	0 0	14 11	- Y	- Y
CHS 210	Community Health Science (Brazil)	Upchurch	30%	3	F	0	6	-	-
		Pebley/ Byrd/Alcala			F	0	59	-	-
		Gee/ Byrd/ Fehrenbacher/ Sharif			F	0	60	Y	Y
CHS M216	Qualitative Research Methodology (Latin American Cases)	Kagawa Singer/ Kubicek	30%	3	S	0	15	Y	Y
CHS 231	Maternal and Child Nutrition (Latin American Cases)	Neumann	40%	3	F	-	-	-	-
		Baer, M.T	40%	3	F	0	19	-	-
CHS M250	Aids in Latin America	Taub	100%	3	S	0	5	Y	Y

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CHS M260	Health and Culture in the	Taub	100%	3	W	-	-	Y	Y
CHS M264	Latin Am. Traditional Med.	Taub	100%	3	S	0	4	Y	Y
CHS 282	Communication, Hlth Promotion & Edu.	Weinreich	25%	3	F	-	-	-	-
		Glick			W	-	-	Y	Y
CHS 288	Health Communication in Popular Media	Kirby, S.D.	25%	3	F	0	20	-	-
		Glik, D.C.	25%	3	F	-	-	Y	Y
Public Health - Epidemiology									
EPIDEM 293	International HIV and	Detels	30%	3	F S		1 -	Y Y	Y Y
Public Policy									
PP 186M	Unequal Education	Orfield, G.A.	30%	3	F	160	0	-	-
Social Welfare									
SW 222B	Social Welfare Policy	Becerra	25%	3	S	0	97	-	-
SW 240A	Orgs & Comnty & Plcy 1	Iglehart/ Hur/ Colunga/ Casco	25%	3	F	0	72	Y	Y
SW 240B	Orgs & Comnty & Plcy 2	Iglehart/ Hur/ Colunga/ Casco	25%	3	W	0	98	Y	Y
SW 290J	Child Welfare Policy	Becerra Staples	30%	3	F W	0 -	30 -	- Y	- Y
SW M290L	Poverty, Poor, and Welfare	Hasenfeld	25%	3	S	-	-	Y	Y
Sociology									
SOC 19	Migration Industry	Hernandez-Leon	50%	1	F	-	-	-	-
		Waldinger, R			W	8	0	Y	Y
					W	11	0	-	-
	Global Migration	Waldinger, R	30%	1	F	-	-	Y	Y
SOC 116	Social Demography	Campbell	30%	3	F	-	-	-	-
					W	137	0	-	-
SOC 151	Comparative Immigration	Waldinger	40%	3	W	-	-	-	-
					S	-	-	-	-
					F	-	-	Y	Y
	Saguy, A.C.			F	121	0	-	-	
SOC 152	Acculturation and Assimilation	Hernandez-Léon	100%	3	F	49	0	-	-
					W	-	-	Y	Y
SOC 154	Race and Ethnic Interrelations	Wimmer	30%	3	F	-	-	-	-
		Garner, S.J./Fierson, S.M.			S	56	0	-	-
SOC 155M	Latinos in U.S.	Ortiz, V.	50%	3	S	117	0	Y	Y
SOC 156	Race and Ethnic-Am Life	Kim, S.S.	30%	4	F	-	-	-	-
					Su	102	2	Y	-
SOC 186	Latin American Societies	Jansen Ayala, C.J.	100%	3	S	-	-	-	-
					W	-	-	Y	Y

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SOC 191D	Sociology of Development	Ayala	50%	3	W	-	-	-	-	
					S	11	0	-	-	
SOC 191V	Mexico-U.S. Migration: Mexican Perspectives	Hernandez-Leon, R.	100%	3	S	8	1	Y	Y	
SOC 234	Sociology of Development	Ayala	50%	3	S	-	-	Y	Y	
SOC 236A	International Migration	Waldinger	30%	3	F	0	14	Y	Y	
SOC 236B	International Migration (Mexico)	Hernandez-Leon	100%	3	S	0	12	-	-	
		Waldinger, R/ Goodwin-White, JM		W	0	12	-	-		
SOC 236C	International Migration	Waldinger	30%	3	F	-	-	-	-	
		Hernandez-Leon	30%	3	S	0	7	Y	Y	
SOC 295	Special Topics: Immigration Work Group-Sociology	Waldinger et.al.	100%	3	S	0	4	-	-	
		Waldinger	100%	3	F	0	8	-	-	
					W	0	10	-	-	
					S	0	2	-	-	
					S	0	49	Y	Y	
		Clayman / Katz / Seltzer / Waldinger /Hernandez-Leon / Ortiz / Saguy /Timmermans / Brand	100%	2						
					W	-	-	Y	Y	
					F	0	6	Y	Y	
					S	0	4	Y	Y	
		Ortiz				W	-	-	Y	Y
F	0					1	-	-		
Leiner, HM Duquette/ Hernandez-Leon / Waldinger				W	-	-	Y	Y		
				F	-	-	Y	Y		
Theater					W	-	-	Y	Y	
THE 103DM	Contemporary Chicano Theater	Valenzuela, J.L./ Lima, P./ Puckett, B.E.	50%	6	F	23	0	Y	Y	
THE 103GM	Contemporary Chicano Theater	Valenzuela, J.L.	50%	6	W	20	1	-	-	
THE 298A	Special Studies: Latin America	Valenzuela	100%	3	F	-	-	-	-	
		Girard, P.E., Burke, J.A.,	100	2	S W	-	-	Y	Y	
Urban Planning										
URBN PL M140	Latino Poverty	Huerta, AM	100%	4	W	4	0	-	-	
URBN PL 141	Plang-Minorty Communities	Estrada, L.F./Nakaoka, S.J.	25%	3	F	70	1	Y	Y	
		Nakaoka, S.J./Estrada, L.F.	25%	3	Su	-	-	Y	Y	
URBN PL CM 165	Environmentalism (Brazilian & Cen. Am. Cases)	Hecht	50%	3	W Su	53	0	-	-	
		Dorr/Hecht, S.B.	50%	3	Su	10	1	Y	Y	
URBN PL M 171	Planning ISS-Latino	Hinojosa- Ojeda, R.	50%	4	S F	-	-	-	-	

Course Number	Course Title	Instructor	% Latin Am Content	Contact		12-13		13-14	14-15
				Hrs/Wk	Term	UG	G		
URBN PL 235A	Urbanization in the Developing World	Commins	25%	3	F	0	14	Y	Y
URBN PL 235B	Urbanization in the Developing World	Commins	25%	3	W	0	28	Y	Y
URBN PL 236B	Globalization	Storper	25%	3	W S	- 0	- 12	- Y	- Y
URBN PL 239	Topics in Regional and International Development	Friedman	25%	3	F	-	-	-	-
		Commins	50%	3	S	-	-	-	-
	Global Urban Segregation	Crane, R.D.	25%	3	W	-	-	Y	Y
		Monkkonen, P.	25%	3	S	-	-	Y	Y
URBN PL 242	Poverty and Inequality	Blumenberg, E.A.	25%	3	S	-	-	Y	Y
URBN PL 264B	Environmental Justice	Hecht	40%	3	S	-	-	-	-
		Parson, E.	40%	3	S	-	-	Y	Y
URBN PL C265	Environmentalism: Past, Present and Future	Hecht, S.B.	40%	3	W	0	5	-	-
URBN PL 269	Development and Environment in Third World Climate Change and Health	Hecht, S.B.	25%	3	S	-	-	Y	Y
		Commins, S.K.	25%	3	S	-	-	Y	Y
Women's Studies (Gender Studies)									
WS 123	Latin American Film 1850-1950	Marchant, E.A.	30%	3	F	-	-	Y	Y
WS M135C	Bilingual Writing Workshop	Gaspar de Alba	50%	3	W	-	-	Y	Y
WS CM143	Women Healers, Rituals, and Transformation	Dosamantes-Beaudry	30%	3	F	-	-	-	-
		Clair, K.S.	30%	4	W	-	-	Y	Y
WS 202	Multicultural Feminist Knowledge Production	Hale	30%	3	W	-	-	-	-
		Mankekar, P.			W	-	-	Y	Y
WS CM 243	Women Healers, Rituals, and Transformation	Dosamantes-Beaudry	30%	3	F	-	-	-	-
		Clair, K.S.	30%	4	W	-	-	Y	Y
WS 285	Women & Gender-	Finch	100%	3	W	-	-	-	-
World Arts and Culture									
WAC 5	Gibl & Transcultural Form	Een, R.W.	25%	3	F	-	-	Y	Y
					W	-	-	Y	Y
WAC 8	Beginning World Arts Practices: Latin America	Alvarez-Lowe	100%	3	Su	-	-	-	-
WAC 22	Inter-American Folklore	Polk	30%	3	F	37	0	Y	Y
		Tokofsky, P.I.	30%	4	S	-	-	Y	Y

Course Number	Course Title	Instructor	% Latin Am Content	Contact		12-13		13-14	14-15
				Hrs/Wk	Term	UG	G		
WAC 24	World Arts, Local Lives	Roberts, M.N./ Sullivan, E.E.	30%	3	S	-	-	Y	Y
WAC 130	Arts in Communities	San Juan, C.D.	25%	4	S	-	-	Y	Y
WAC 120	Latino Folklore	Shaddock-Hernandez Polk	50%	3	W Su	- 25	- 0	- -	- -
WAC M125A	Beyond the Mexican Murals (SAME AS: CCS M186)	Baca	100%	3	F	3	2	Y	Y
WAC M125C	Beyond Mexican Murals	Baca	100%	6	W	1	0	Y	Y
WAC M128	Chicana Art and Artists	Lopez Gaspar De Al	50%	4	F	-	-	Y	Y
WAC 133	Textiles of the World	Pohl	50%	3	F	-	-	-	-
	Textiles of the Amazons	Mekler	100%	3	W	-	-	-	-
	Precolumbian Textile Traditions of the Andes	Phipps	100%	4	S F	16 -	1 -	- Y	- Y
WAC CM140	Women Healers, Ritual and	Dosamantes-Beaudry	30%	3	F	-	-	-	-
	Transformation (SAME AS: WS CM143)	Clair, K.S.	30%	4	W	-	-	Y	Y
WAC C142	Myth and Ritual	Roberts, A.F./ Schottmiller, C.D.	25%	4	S	-	-	Y	Y
WAC 174B	Soap Operas for Social	Gordon, R.J./ Gere,	25%	6	S	-	-	Y	Y
WAC C242	Myth and Ritual	Roberts, A.F.	25%	4	S	-	-	Y	Y
WAC C250	Critical Ethnographies	Shorter, D.D.	25%	3	S	-	-	Y	Y

APPENDIX C
LATIN AMERICAN FACULTY AND STAFF
INDEX

Summary of Faculty and Staff

Number of faculty, 160
Number of Library staff, 4
Number of Institute staff, 6

LAI Staff

Kevin Terraciano, Director
David E. Arriaza, Assistant Director
Cynthia Gomez, Outreach Coordinator
Nancy Gomez, Program Representative
Hali Pinedo, Workstudy
Marcelo Jatoba, Publications Manager
Orchid Mazurkiewicz, Editor, Hispanic American Periodical Index (HAPI)
Ruby Gutierrez, Associate Editor, HAPI
Daniel Schoorl, Associate Editor, HAPI
Peter Petro, Sales/Editorial Assistant, HAPI
Yeisi Pinochet, Information architect, HAPI

List of Latin American Studies Faculty p. C-2

Bios of Latin American Institute Faculty and Staff p. C-7

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Latin American Institute Faculty

Last	First	Rank	Department	% Time	Country of Expertise	Page
Barrett	Harold C.	Assoc. Prof.	Anthropology	25%	Ecuador, Venezuela	C-7
Beaudry-Corbett	Marilyn	Resrch. Assoc.	Anthropology	40%	Guatemala	C-7
Donnan	Christopher	Prof. Emeritus	Anthropology	100%	Peru	C-8
Garro	Linda	Professor	Anthropology	35%	Mexico	C-8
Goodwin	Marjorie	Professor	Anthropology	40%	Mexico, Guatemala	C-9
Hammond	Peter	Prof. Emeritus	Anthropology	40%	Brazil	C-9
Lesure	Richard G.	Assoc. Prof.	Anthropology	50%	Mexico, Ecuador	C-10
Read	Dwight	Professor	Anthropology	30%	Mexico	C-10
Stanish	Charles	Professor	Anthropology	75%	Peru, Bolivia	C-11
Klein	Cecelia	Professor Emerita	Art History	100%	Mexico	C-11
Kunzle	David	Professor	Art History	45%	Cuba	C-12
Nair	Stella	Assoc. Professor	Art History	100%	Peru	C-12
Villaseñor-Black	Charlene	Assoc. Prof.	Art History	100%	Mexico	C-13
Simpson	Larry	Professor	Biology- MIMG	25%	Brazil	C-13
Garcia Garibay	Miguel	Professor	Chemistry & Biochemistry	25%	Mexico	C-14
Abrego	Leisy	Ass't. Professor	Chicano Studies	50%	El Salvador	C-14
Avila	Eric	Assoc. Prof.	Chicano Studies	50%	Mexico	C-15
Baca	Judith F.	Professor	Chicano Studies	50%	Mexico	C-15
Blackwell	Maylei	Ass't. Prof.	Chicano Studies	75%	Mexico, Comparative LA	C-16
Gaspar de Alba	Alicia	Professor	Chicano Studies	50%	Mexico	C-16
Hernandez	David	Ass't. Prof.	Chicano Studies	50%	Mexico	C-17
Hinojosa-Ojeda	Raul	Assoc. Prof.	Chicano Studies	50%	Mexico, El Salvador	C-17
Iribarren	Javier	Assistant Director	Chicano Studies Research Center	50%	Mexico, Comparative LA	C-18
Pons	Maria Cristina	Asso. Prof.	Chicano Studies	75%	Argentina, Mexico	C-18
Romero	Robert C.	Ass't. Prof.	Chicano Studies	25%	Mexico	C-19
Santa Ana	Otto	Professor	Chicano Studies	30%	Mexico	C-19
Valenzuela	Abel	Professor	Chicano Studies	50%	Mexico	C-20
King	Katherine C.	Professor	Comparative Literature	25%	El Salvador, Comparative LA	C-20
Kristal	Efrain	Professor	Comparative Literature	90%	Peru, Comparative LA	C-21
Buth	Donald, G.	Professor	Ecology & Evolutionary Biology	25%	Mexico	C-21
Gordon	Malcolm S.	Professor	Ecology & Evolutionary Biology	30%	Ecuador	C-22
Hespenheide	Henry A.	Prof. Emeritus	Ecology & Evolutionary Biology	50%	Costa Rica	C-22

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Latin American Institute Faculty

Nobel	Park	Professor	Ecology & Evolutionary Biology	25%	Mexico, Comparative LA	C-23
Smith	Thomas B.	Professor	Ecology & Evolutionary Biology	25%	Ecuador, Comparative LA	C-23
Zeiger	Eduardo	Professor	Ecology & Evolutionary Biology	25%	Comparative LA	C-24
Buera	Francisco	Assis. Prof.	Economics	25%	Comparative LA	C-24
Burstein	Ariel	Assoc. Prof.	Economics	25%	Comparative LA	C-25
Harberger	Arnold C.	Professor	Economics	90%	Mexico, Chile, Comparative LA	C-25
Hopenhayn	Hugo	Professor	Economics	25%	Comparative LA	C-26
Lal	Deepak	Professor	Economics	25%	Mexico	C-26
Matzkin	Rosa	Professor	Economics	25%	Comparative LA	C-27
Tornell	Aaron	Professor	Economics	80%	Comparative LA	C-27
Chu	Clara	Professor Emerita	Information Studies	25%	Comparative LA	C-28
Gandara	Patricia	Professor	Education	50%	Mexico	C-28
Hawkins	John N.	Professor	Education	25%	Mexico, Comparative LA	C-29
McLaren	Peter	Professor	Education	50%	Comparative LA	C-29
Morrell	Ernest	Asso. Prof.	Education	25%	Comparative LA	C-30
Rhodes	Robert C.	Professor	Education	50%	Argentina, Mexico	C-30
Solorzano	Daniel G.	Professor	Education	40%	Mexico	C-31
Suarez-Orozco	Marcelo	Professor	Education	50%	Mexico	C-31
Torres	Carlos Alberto	Professor	Education	100%	Argentina, Brazil, Mexico	C-32
Valadez	Concepcion	Assoc. Prof.	Education	80%	Brazil, Mexico, Paraguay	C-32
Cardenas	Alfonso F.	Professor	Engineering & Applied	30%	Mexico, Brazil, Peru, Argentina	C-33
Gerla	Mario	Professor	Engineering & Applied	25%	Brazil, Mexico, Colombia	C-33
Pradel	Daniel E.	Adj.Assoc.Lect.	Engineering & Applied	30%	Mexico	C-34
Tabuada	Paulo	Professor	Engineering & Applied	25%	Brazil	C-34
Burrell	Kenny	Distinguished Prof.	Ethnomusicology	25%	Comparative LA	C-35
Loza	Steven	Professor	Ethnomusicology	75%	Mexico, Brazil, Cuba	C-35
Rodriguez	Bobby	Adj Assis Prof.	Ethnomusicology	100%	Comparative LA	C-36
Secger	Anthony	Professor	Ethnomusicology	50%	Brazil	C-36
De las Carreras	Maria Elena	Visiting Assis Prof.	Film & Television	25%	Argentina	C-37
Noriega	Chon A.	Professor	Film & Television	50%	Mexico	C-37
Wagmister	Fabian	Assoc. Prof.	Film & Television	60%	Argentina	C-38
Bell	Stephen A.	Assoc. Prof.	Geography	80%	Brazil	C-38
Carney	Judith A.	Professor	Geography	25%	Mexico	C-39

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Latin American Institute Faculty

Gillespie	Tom	Assoc. Prof.	Geography	25%	Mexico, Guatemala	C-39
Walter	Hartmut S.	Professor	Geography	30%	Mexico, Central America	C-40
Derby	R. Lauren	Assoc. Prof.	History	100%	Haiti, Dom. Republic, Cuba	C-40
Gomez-Quiñones	Juan	Professor	History	40%	Mexico	C-41
Hill	Robert B.	Professor	History	25%	Haiti	C-41
Lauerhauss	Larry	Librarian Emeritus	History	100%	Brazil	C-42
Lytle Hernandez	Kelly	Assoc. Prof.	History	50%	Mexico	C-42
Summerhill	William R.	Professor	History	100%	Brazil	C-43
Terraciano	Kevin	Professor	History	100%	Mexico	C-44
Vasquez-Semadeni	Maria Eugenia	Professor	History	100%	Mexico	C-45
Wilkie	James W.	Professor	History	100%	Mexico, Bolivia	C-45
Rivera-Salgado	Gaspar	Project Dir.	Labor Center	100%	Mexico	C-46
Shadduck-Hernandez	Janna	Lecturer	Labor Center	100%	Mexico	C-46
Del Duca	Patrick	Adjunct Prof.	Law	30%	Mexico	C-47
Langer	Maximo	Professor.	Law	50%	Argentina, Comparative LA	C-47
Munro	Pamela	Prof. Emeritus	Linguistics	50%	Mexico, Paraguay	C-48
Edwards	Sebastian	Professor	Management	75%	Mexico, Chile	C-48
Leamer	Edward	Professor	Management	35%	Mexico, Argentina	C-49
Schollhammer	Hans	Professor	Management	25%	Mexico	C-49
Schwartz	Eduardo	Professor	Management	35%	Comparative LA	C-50
Boechat	Maria Ines	Professor	Medicine	25%	Brazil	C-50
Cooper	Edwin L.	Professor	Medicine	40%	Comparative LA	C-51
Currier	Judith	Professor	Medicine	25%	Brazil	C-51
Deville	Jaime Gerardo	Professor	Medicine	25%	Peru	C-52
Dowling	Patrick	Professor	Medicine	25%	Mexico	C-52
Hayes-Bautista	David	Professor	Medicine	50%	Mexico	C-53
Lazareff	Jorge	Professor	Medicine	100%	Central America, Argentina	C-53
Morales	Leobardo	Assoc. Professor	Medicine	25%	Mexico	C-54
Neilsen	Karin	Director, Center for Br	Medicine	75%	Brazil	C-54
Jarrah	Reza	Assoc. Professor	Medicine	25%	Guatemala, Peru, Brazil	C-55
Velez	Federico Clark	Ass't Professor	Medicine	25%	Colombia, Mexico	C-55
Iruela-Arispe	Luisa	Professor	Molecular, Cell & Developmental	50%	Brazil, Argentina	C-56
Ponce	Walter	Professor	Music & Musicology	50%	Argentina, Bolivia, Mexico	C-56

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Latin American Institute Faculty

Ruiz	Maria Elena	Asst. Adj. Professor	Nursing	75%	Mexico, Cuba	C-57
Geddes	Barbara	Professor	Political Science	50%	Comparative LA	C-57
Rocco	Raymond	Assoc. Prof.	Political Science	70%	Mexico, Central America	C-58
Sawyer	Mark Q.	Assoc. Prof.	Political Science	25%	Cuba	C-58
Browner	Carole H.	Professor	Psychiatry & Behavioral Science	75%	Comparative LA	C-59
Abramson	Paul R.	Professor	Psychology	25%	Mexico	C-59
Dunkel-Schetter	Christine	Professor	Psychology	25%	Comparative LA	C-60
Greenfield	Patricia	Professor	Psychology	50%	Mexico	C-60
Kar	Snehendu B.	Professor	Public Health (CHS)	25%	Brazil	C-61
Morisky	Donald E.	Professor	Public Health (CHS)	25%	Brazil	C-61
Pebley	Anne R.	Professor	Public Health (CHS)	25%	Guatemala	C-62
Taub	Bonnie	Adj. Ass't. Prof.	Public Health (CHS)	100%	Comparative LA	C-62
Vargas-Bustamante	Arturo	Ass't. Prof.	Public Health (CHS)	50%	Mexico	C-63
Wallace	Steve	Professor	Public Health (CHS)	25%	Mexico	C-63
Froines	John	Professor	Public Health (EH)	40%	Mexico	C-64
Valentine	Jane L.	Assoc. Prof.	Public Health (EH)	50%	Mexico	C-64
Winer	Arthur	Professor	Public Health (EH)	25%	Mexico	C-65
Detels	Roger	Professor	Public Health (Epidemiology)	25%	Brazil	C-65
Jensen	Robert	Assoc. Prof.	Public Policy	25%	Mexico, Dominican Republic	C-66
Kleiman	Mark A.R.	Professor	Public Policy	25%	Mexico	C-66
Shah	Manisha	Ass't. Prof.	Public Policy	25%	Mexico, Ecuador	C-67
Becerra	Rosina	Professor	Social Welfare	40%	Mexico	C-67
Torres-Gil	Fernando	Professor	Social Welfare	25%	Mexico	C-68
Ayala	Cesar	Professor	Sociology	60%	Puerto Rico	C-68
Hernandez-Leon	Ruben	Asso. Prof.	Sociology	50%	Mexico	C-69
Light	Ivan	Prof. Emeritus	Sociology	50%	Mexico	C-69
Lopez	David	Prof. Emeritus	Sociology	90%	Comparative LA	C-70
Ortiz	Vilma	Assoc. Prof.	Sociology	50%	Mexico, Puerto Rico	C-70
Waldinger	Roger	Professor	Sociology	80%	Mexico	C-71
Wimmer	Andreas	Professor	Sociology	25%	Comparative LA	C-71
Zeitlin	Maurice	Distin. Professor	Sociology	25%	Cuba, Chile	C-72
Bergero	Adriana	Professor	Spanish & Portuguese	100%	Argentina, Mexico, Uruguay	C-72
Calderon	Hector	Professor	Spanish & Portuguese	100%	Mexico	C-73

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Latin American Institute Faculty

Cortinez	Veronica	Professor	Spanish & Portuguese	100%	Chile, Argentina, Mexico	C-73
Creus	Tomas	Lecturer	Spanish & Portuguese	100%	Brazil, Argentina	C-74
Dagenais	John	Professor	Spanish & Portuguese	25%	Comparative LA	C-74
de la Torre	Luz Maria	Lecturer	Spanish & Portuguese	100%	Ecuador	C-75
Falce-Robinson	Juliet	Lecturer	Spanish & Portuguese	100%	Mexico	C-75
Johnson	Randal	Professor	Spanish & Portuguese	100%	Brazil	C-76
Marturano	Jorge	Ass't. Prof.	Spanish & Portuguese	100%	Cuba, Argentina	C-76
More	Anna Herron	Ass't. Prof.	Spanish & Portuguese	100%	Brazil, Comparative LA	C-77
Parodi-Lewin	Claudia	Professor	Spanish & Portuguese	100%	Mexico	C-77
Passos	Jose Luiz	Assoc. Prof.	Spanish & Portuguese	100%	Brazil	C-78
Plann	Susan	Professor	Spanish & Portuguese	60%	Mexico	C-78
Quicoli	Antonio C.	Professor	Spanish & Portuguese	60%	Brazil	C-79
Torrecilla	Jesus	Professor	Spanish & Portuguese	25%	Mexico	C-79
Van Delden	Maarten	Professor	Spanish & Portuguese	100%	Mexico, Cuba, Peru, Argentina	C-80
Zubiaurre	Maria Teresa	Assoc. Prof.	Spanish & Portuguese	40%	Comparative LA	C-80
Valenzuela	Jose Luis	Professor	Theater Arts	50%	Mexico	C-81
Villarreal	Edit	Professor	Theater Arts	30%	Mexico	C-81
Commins	Stephen	Lecturer	Urban Planning	25%	Mexico	C-82
Estrada	Leobardo	Assoc. Professor	Urban Planning	25%	Mexico	C-82
Hecht	Susanna B.	Professor	Urban Planning	60%	Brazil, Bolivia, Central America	C-83
Monkkonen	Paavo	Ass't. Prof.	Urban Planning	100%	Mexico, Argentina, Brazil	C-83
Soja	Edward	Professor	Urban Planning	25%	Brazil	C-84
Storper	Michael	Professor	Urban Planning	50%	Brazil	C-84
Tilly	Chris	Professor	Urban Planning	100%	Mexico	C-85
Finch	Aisha	Ass't Prof.	Women's Studies	50%	Cuba, Caribbean	C-85
Marchant	Elizabeth A.	Assoc. Prof.	Women's Studies	100%	Brazil, Mexico, Argentina	C-86
Cosentino	Donald	Professor	World Arts & Cultures	50%	Cuba, Haiti, Brazil	C-86
Delgado-Shorter	David	Assoc. Prof.	World Arts & Cultures	50%	Mexico	C-87
Polk	Patrick	Lecturer	World Arts & Cultures	25%	Haiti, Brazil, Caribbean	C-87

**UCLA LATIN AMERICAN INSTITUTE
AFFILIATED FACULTY AND STAFF**

ANTHROPOLOGY: 9

Harold Clark BARRETT, Associate Professor, Anthropology; Center for Behavior affiliate, Evolution and Culture, Brain, and Development

Ph.D. University of California, Santa Barbara

APPOINTED: 2001

RESEARCH: Evolutionary psychology and anthropology; cognitive development; behavioral ecology; anthropology of indigenous South American societies

OVERSEAS EXPERIENCE: Colombia, Ecuador, Germany

LANGUAGES: Spanish, French, Shuar

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Selected Topics in Anthropology: Evolution and the Mind; Evolution and Biology of Human Behavior; Current Problems in Biological Anthropology: Evolution, Cognition, and Culture

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 3

DISTINCTIONS: Postdoctoral Research Fellowship, Max Planck Institute for Human Development, Berlin, 1999; Elman Service Fellowship, University of California, Santa Barbara, 1997

SELECTED PUBLICATIONS:

- Marlowe, F. W., J. C. Berbesque, H. C. Barrett, A. Bolyanatz, M. Gurven, and D. Tracer. "The 'Spiteful' Origins of Human Cooperation." *Proceedings of the Royal Society B* 278 (2011): 2159-64.
- Flamson, T., G. A. Bryant, and H. C. Barrett. "Prosody in Spontaneous Humor: Evidence for Encryption." *Pragmatics and Cognition* 19 (2011): 248-67.
- Barrett, H. C., L. Cosmides, and J. Tooby. "Coevolution of Cooperation, Causal Cognition and Mindreading." *Communicative & Integrative Biology* 3, no. 6 (2010): 522-24.

Marilyn BEAUDRY-CORBETT, Research Associate, Cotsen Institute of Archaeology

Ph.D. University of California, Los Angeles

APPOINTED: 1986

RESEARCH: Household and community organization; economic systems (production, distribution, consumption) including craft specialization; ceramic analysis (stylistic, function, technological); southeastern Mesoamerica

OVERSEAS EXPERIENCE: Guatemala, Honduras, El Salvador

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 40%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

SELECTED PUBLICATIONS:

- Lentz, D. L., M. P. Beaudry-Corbett, M. L. R. de Aguilar, and L. Kaplan. "Foodstuffs, Forests, Fields, and Shelter: A Paleoethnobotanical Analysis of Vessel Contents from the Ceren Site, El Salvador." *Latin American Antiquity* (1996): 247-62.
- Beaudry-Corbett, M., and S. McCafferty. "Spindle Whorls: Household Specialization at Ceren." *Ancient Maya Women* (2002): 52-67.
- "Ceramics and Their Use at Ceren." In *Before the Volcano Erupted: The Cerén Village in Central America*, 117-38. University of Texas Press, 2002.

Christopher B. DONNAN, Professor Emeritus, Anthropology; Director Emeritus, UCLA Fowler Museum of Cultural History

Ph.D. University of California, Berkeley

APPOINTED: 1968

RESEARCH: South American archaeology and iconography; ancient technology

OVERSEAS EXPERIENCE: Peru, Chile, Argentina, Ecuador, Brazil, Paraguay

LANGUAGES: Spanish 3

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Ancient Civilizations of Andean South America; Latin American Museum Materials; Undergraduate Special Studies in Latin American Topics; Graduate Special Studies in Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 6

DISTINCTIONS: Guggenheim Memorial Fellow; member of the American Academy of Arts and Sciences; awarded Great Cross of the Order of Merit for Distinguished Services by the President of Peru

SELECTED PUBLICATIONS:

Moche Fineline Painting: Its Evolution and Its Artists. With D. McClelland. Los Angeles: Fowler Museum of Cultural History, 1999.

Moche Burials Uncovered. Washington, D.C: National Geographic, March 2001.

Moche Portraits from Ancient Peru. University of Texas Press, 2004

Linda GARRO, Professor, Anthropology

Ph.D. Duke University, Psychology; Ph.D. University of California, Irvine, Social Sciences

APPOINTED: 1997

RESEARCH: Cognitive anthropology; medical anthropology; Mesoamerica; northern North America

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 35%

LAS COURSES: Undergraduate Special Studies in Latin American Topics; Graduate Special Studies in Latin American Topics; Medical Anthropology in Mesoamerica

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 13

DISTINCTIONS: Distinguished Teaching Award, with a citation for Distinction in Graduate Teaching Academic Senate, University of California, Los Angeles, 2008; Stirling Award for Contributions to Psychological Anthropology, Society for Psychological Anthropology, American Anthropological Association, 1999; National Health Research Scholar, National Health Research and Development Program of Canada (five-year career award)

SELECTED PUBLICATIONS:

“Enacting Ethos, Enacting Health: Realizing Health in the Everyday Life of a California Family of Mexican Descent.” *Ethos* 39 (2011): 300-30.

Young, James C. and L. C. Garro. “Variation in the Choice of Treatment in Two Mexican Communities.” *Social Science and Medicine* 16 (1982): 1453-65.

Young, James C. and L. C. Garro. *Medical Choice in a Mexican Village.* Prospect Heights, Illinois: Waveland Press, 1994. First published 1981 by Rutgers University Press.

Marjorie H. GOODWIN, Professor, Anthropology
Ph.D. University of Pennsylvania

APPOINTED: 1996

RESEARCH: Ethnography of communication; human interaction; conversation analysis; language and gender; workplace ethnography; children's social organization

OVERSEAS EXPERIENCE: Guatemala, Mexico

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 40%

LAS COURSES: Women and Society; Ethnography of Communication; American Indian Ethnolinguistics; World Archaeology; Language in Culture; Undergraduate Special Studies in Latin American Topics; Graduate Special Studies in Latin American Topics.

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 16

DISTINCTIONS: N/A

SELECTED PUBLICATIONS:

"Peer Language Socialization." With Amy Kyratzis. In *Handbook of Language Socialization*, edited by Alessandro Duranti, Elinor Ochs, and Bambi B. Schieffelin, 365-90. Malden, MA: Wiley-Blackwell, 2011.

"Exclusion in Girls' Peer Groups: Ethnographic Analysis of Language Practices on the Playground." *Human Development* 45 (2002): 392-415.

"Gender, Ethnicity, and Class in Children's Peer Interactions." In *Handbook of Language and Gender*, edited by Janet Holmes and Miriam Meyerhoff, 229-51. Malden, MA: Wiley-Blackwell, 2003.

Peter B. HAMMOND, Professor Emeritus, Anthropology
Ph.D. Northwestern University

APPOINTED: 1981

RESEARCH: Applied anthropology; ethnology; ethnic stratification; Francophone and Portuguese-speaking Africa, Haiti, and the Caribbean

OVERSEAS EXPERIENCE: Haiti, the Caribbean, Africa, Brazil

LANGUAGES: Spanish, French, Portuguese

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 40%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 3

DISTINCTIONS: Mortar Board Award, Office of Instructional Development, 1994; Luckman Award for Distinguished Teaching, 1996; Community Service Award, Lambda Alumni Association, 1996

SELECTED PUBLICATIONS:

The Diffusion of Biomass Energy Technologies in Developing Countries. Washington, D.C.: National Academy Press, 1982.

An Introduction to Cultural and Social Anthropology. 2nd ed. New York: Macmillan, 1978. First published 1971.

"Technoeconomic Innovation and Mossi Religious Change." In *African Religious Groups and Beliefs*, edited by Simon Ottenberg, 225-41. Meerkut, India: Archana Publications, 1982.

Richard G. LESURE, Associate Professor, Anthropology
Ph.D. University of Michigan.

APPOINTED: 1995

RESEARCH: New World archaeology; archaeological theory; origins of cultural complexity; origin and development of ideologies of inequality; Mesoamerica

OVERSEAS EXPERIENCE: Mexico, Belize, Ecuador

LANGUAGES: Spanish, French, Italian

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Ancient Civilizations of Western Middle America (Nahuatl Sphere); Historical Archaeology: World Perspective; Anthropological and Archaeological Theory and Practice; Research Design: Latin American Topics; Undergraduate Special Studies on Latin America; Graduate Special Studies on Latin America

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 2

DISTINCTIONS: UCLA Latin American Center Fellowship

SELECTED PUBLICATIONS:

“Animal Imagery, Cultural Unities, and Ideologies of Inequality in Early Formative Mesoamerica.” In *Olmec Art and Archaeology in Mesoamerica: Developments in Formative Period Social Complexity*, edited by John E. Clark and Mary Pye. Washington: National Gallery of Art, 2000.

“Refining an Early Formative Ceramic Sequence from the Chiapas Coast of Mexico.” *Ancient Mesoamerica* 9 (1998): 67–81.

Dwight W. READ, Professor, Anthropology
Ph.D. University of California, Los Angeles

APPOINTED: 1970

RESEARCH: Mathematical anthropology; kinship terminology; theory of social organization; hominid evolution; archaeological classification

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: French 4, Spanish 3

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 30%

LAS COURSES: Undergraduate Special Studies on Latin America; Graduate Special Studies on Latin America.

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 5

DISTINCTIONS: N/A

SELECTED PUBLICATIONS:

“Working Memory: A Cognitive Limit to Non-human Primate Recursive Thinking Prior to Hominid Evolution.” *Evolutionary Psychology* 6, no. 4 (2008): 603–38.

“The Innovation Innovation.” In *Complexity Perspectives on Innovation and Social Change*, edited by D. Lane, D. Pumain, S. van der Leeuw, and G. West, 43–84. With D. Lane, and S. van der Leeuw. Berlin: Springer Verlag, 2009.

“A Multi-Trajectory, Competition Model of Emergent Complexity in Human Social Organization.” *Proceedings of the National Academy of Sciences* 99 (2002): 7251–56.

Charles STANISH, Professor, Anthropology; Director, Cotsen Institute of Archaeology
Ph.D. University of Chicago

APPOINTED: 1997

RESEARCH: Andean anthropology; settlement archaeology; the evolution of social complexity

OVERSEAS EXPERIENCE: Peru, Bolivia, Guatemala, Chile, Mexico, Armenia

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 75%

LAS COURSES: ANTHRO 8, ANTHRO 114L, ANTHRO 114R, ANTHRO 153P

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 4

DISTINCTIONS: Fellow, American Academy of Arts and Sciences, 2006; Lloyd Cotsen Chair in Archaeology, UCLA, 2005-

SELECTED PUBLICATIONS:

Vranich, A and C. Stanish, eds. *Visions of Tiwanaku*. Los Angeles: Cotsen Institute of Archaeology Press, 2013.

Ancient Titicaca: The Evolution of Complex Society in Southern Peru and Northern Bolivia. Berkeley: University of California Press, 2003.

Abigail Levine, Charles Stanish, P. Ryan Williams, Cecilia Chávez, and Mark Golitko. "Trade and Early State Formation in the Northern Titicaca Basin, Peru." *Latin American Antiquity* 24, no. 3 (2013).

"What was Tiwanaku?" In *Visions of Tiwanaku*, edited by A. Vranich and C. Stanish, 151-166. Los Angeles: Cotsen Institute of Archaeology, 2013.

DEPARTMENT OF ART HISTORY: 4

Cecelia F. KLEIN, Professor Emerita, Art History

Ph.D. Columbia University

APPOINTED: 1976

RESEARCH: Mexican, Mayan, Andean art; iconography of Aztec art; gender issues; the historiography of pre-Columbian art studies

OVERSEAS EXPERIENCE: Mexico, Peru, Guatemala

LATIN AMERICAN REGION INTEREST: Mexico, Greater Mesoamerica

LANGUAGES: Spanish, German, French, Nahuatl

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Introduction to Pre-Columbian Art; Pre-Columbian Art of Mexico; Pre-Columbian Art of the Maya; Pre-Columbian Art of the Andes; Aztec Art; Pre-Columbian Art; Undergraduate Individual Directed Research; Graduate Individual Directed Research

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 5

DISTINCTIONS: Teacher of the Year, College Art Association, 2000

SELECTED PUBLICATIONS:

"Art of the Aztec Empire." In *Oxford Bibliographies in Art History*, edited by Thomas DaCosta Kaufmann. New York: Oxford University Press, 2014.

"Sex in the City: The Relationship of Aztec Ceramic Figurines to Aztec Figurines Made of Copal." In *Mesoamerican Figurines: Small-Scale Indices of Large-Scale Social Phenomena*, edited by Christina T. Halperin, Katherine A. Faust, Rhonda Taube, and Aurore Giguët, 327-77. With Naoli Victoria Lona. Gainesville: University Press of Florida, 2009. Awarded *CHOICE* Outstanding Academic Title for 2009.

"A New Interpretation of the Aztec Statue Known as *Coatlicue*, 'Snakes-Her-Skirt'." *Ethnohistory* 55, no. 2 (2008): 229-50.

David M. KUNZLE, Professor, Art History
Ph.D. London University

APPOINTED: 1977

RESEARCH: Popular, political, and public art of Latin America (murals and comic strips); revolutionary art of Latin America

OVERSEAS EXPERIENCE: Cuba, Chile, Nicaragua

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 45%

LAS COURSES: Art and Politics in Latin America; Latin American Art and Society; Modern Art; Undergraduate Individual Directed Research: Latin American Topics; Graduate Individual Directed Research: Latin American Topics.

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 5

DISTINCTIONS: N/A

SELECTED PUBLICATIONS:

From Criminal to Courtier: The Soldier in Netherlandish Art, 1550-1670. Brill, 2002.

Fashion and Fetishism: A Social History of the Corset, Tight-Lacing and Other Forms of Body-Sculpture in the West. Penguin Social History Classics, 2002.

Che Guevara: Icon, Myth, and Message. Los Angeles: UCLA Fowler Museum of Cultural History in collaboration with the Center for the Study of Political Graphics, 1997.

The Murals of Revolutionary Nicaragua, 1979–1992. Berkeley: University of California Press, 1995.

Stella NAIR, Associate Professor, Art History

APPOINTED: 2012

RESEARCH: Architecture and urbanism in the Andes; construction technology

OVERSEAS EXPERIENCE: Mexico, Peru, Bolivia, Brazil, Ecuador, Chile

LANGUAGES: Spanish, Quechua (reading)

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: 15

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 11

DISTINCTIONS: *Centennial Anthology of the Art Bulletin* (one of thirty-two “Greatest Hits” articles published in the last hundred years), College Art Association, 2011; Franklin Research Grant, American Philosophical Society, 2010–2011; Regents Fellowship, Committee on Research, University of California, Riverside, 2009–2010; Academic Senate Research Funds, Committee on Research, University of California, Riverside, 2009–2010, 2011–2012

SELECTED PUBLICATIONS:

“Time and Space in the Architecture of Inca Royal Estates,” in *The Measure and Meaning of Time in Mesoamerica and the Andes*, edited by Anthony Aveni. Cambridge, Massachusetts: Harvard University Press. Forthcoming.

“Inca Built Environment,” in *The Inca Empire: A Multi-Disciplinary Approach to a Holistic Vision*, edited by Izumi Shimada. With Jean-Pierre Protzen. Austin: University of Texas Press. English translation of Japanese publication. Forthcoming

“Inca Architecture and the Conquest of the Countryside,” in *Architecture – Design Theory – Inca Structures*, edited by Johanna Dehlinger and Hans Dehlinger, 114–25. Kassel: Kassel University Press, 2009.

“Witnessing the In-Visibility of Inca Architecture in Colonial Peru,” in *Buildings and Landscapes* 14, no. 2 (2007): 50–65.

Charlene Villaseñor BLACK, Associate Professor, Art History
Ph.D. University of Michigan.

APPOINTED: 2000

RESEARCH: New approaches to religious imagery with particular attention to postmodern, postcolonial, and feminist theorists; constructions of race, national identity, and multiculturalism; theories of colonialism and post-colonialism; early modern art theory and rhetoric; colonial Latin American, Spanish, and Chicana/o art; artistic exchanges between Spain and the Americas in the seventeenth century

OVERSEAS EXPERIENCE: Mexico, Spain

LANGUAGES: Spanish, French, Portuguese, Italian, German, Latin

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Golden Age Spain; Art of Spain and Colonial Latin America; Modern Mexican Art; Chicano Art

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 11

DISTINCTIONS: Woodrow Wilson National Fellowship Foundation; Andrew W. Mellon Foundation; National Endowment for the Humanities; Fulbright Foundation

SELECTED PUBLICATIONS:

"The Art of Painting in Colonial Quito." *Renaissance Quarterly* 66 (2013).

"Frida Kahlo: Realistic Reproductive Images in the Early Twentieth Century." *The American Journal of Medicine*. Co-authored with Dr. Helene Bernstein. 121, no.12 (2008): 1114-16.

Creating the Cult of St. Joseph: Art and Gender in the Spanish Empire. Princeton University Press, 2006.

"Images of St. Joseph in New Mexico," in *Transforming Images: New Mexican Santos in-between World*, edited by Claire Farago and Donna Pierce, 164. Johns Hopkins University Press, 2006.

BIOLOGY - MICROBIOLOGY, IMMUNOLOGY AND MOLECULAR GENETICS: 1

Larry SIMPSON, Professor, Microbiology, Immunology and Molecular Genetics
Ph.D. Rockefeller University

APPOINTED: 1969

RESEARCH: Diagnosis and classification of parasites; tropical diseases; Chagas disease

LANGUAGES: Portuguese

OVERSEAS EXPERIENCE: Brazil

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 4

LAS COURSES: Undergraduate Directed Studies: Latin American Topics; Graduate Directed Research and Field Studies: Latin American Topics

DISTINCTIONS: Fellowship to study terrorism from the Foundation for the Defense of Democracies, 2005

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

SELECTED PUBLICATIONS:

Feng Li, Jeremy Herrera, Sharleen Zhou, and Larry Simpson. "Trypanosome REH1 is an RNA Helicase Involved with the 3'-5' Polarity of Multiple gRNA-Guided Uridine Insertion/Deletion RNA Editing." *Proceedings of the National Academy of Sciences* 108, no. 9 (2011): 3542-47.

Eckers, E., C. Cyrklaff, L. Simpson, and M. DePonte. (2012). "Mitochondrial Protein Import Pathways Are Functionally Conserved among Eukaryotes Despite Compositional Diversity of the Import Machineries." *The Journal of Biological Chemistry* 393 (2012): 513-24.

"The Wonder of it All." *Trends in Genetics* 28, no. 9 (2012): 419-20.

Sherman, I. and L. Simpson. "William Trager, 1910-2005: A Biographical Memoir." *Proceedings of the National Academy of Sciences of the United States* (2013).

DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY: 1

Miguel GARCIA GARIBAY, Professor and Department Chair, Chemistry and Biochemistry
Ph.D. University of British Columbia

APPOINTED: 1992

RESEARCH: Study of solids and crystalline materials spanning a wide range of properties and length scales

LATIN AMERICAN REGION INTEREST: Mexico

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Elected to The American Association for the Advancement of Science, 2008

SELECTED PUBLICATIONS:

- Sabrina Simoncelli, Gregory Kuzmanich, Matthew N. Gard, and Miguel A. Garcia-Garibay.
"Photochemical Reaction Mechanisms and Kinetics with Molecular Nanocrystals: Surface Quenching of Triplet Benzophenone Nanocrystals." *Journal of Physical Organic Chemistry* 23 (2010).
- Lebedeva, N.V., V. F. Tarasov, M. J. E. Resendiz, M. A. Garcia-Garibay, R. C. White, and M. D. E. Forbes
"The Missing Link between Molecular Triplets and Spin-Polarized Free Radicals: Room Temperature Triplet States of Nanocrystalline Radical Pairs." *J. Am. Chem. Soc* 32 (2010).
- Shiraki, S., and M. A. Garcia-Garibay. "Carbon-Carbon Bond Formation by Photoelimination of Small Molecules in Solution and in Crystals." In *Handbook of Synthetic Photochemistry*, edited by A. Albini. New York: John Wiley, 2009.
- Schlundt S., G. Kuzmanich, F. Spänig, G. de Miguel Rojas, C. Kovacs, M. A. Garcia-Garibay, D. M. Guldi, and A. Hirsch. "Dendritic Porphyrin-fullerene Conjugates: Efficient Light-Harvesting and Charge-Transfer Events." *Chemistry* 15, no. 45 (2009).

CESAR E. CHAVEZ DEPARTMENT OF CHICANA AND CHICANO STUDIES: 12

Leisy J. ABREGO, Assistant Professor, Chicana and Chicano Studies

APPOINTED: 2010

RESEARCH: Law and society; Central American studies; Latino studies; lived experiences of U.S. immigration laws; international migration; transnational Salvadoran families; gender; children of immigrants; qualitative methods

LATIN AMERICAN REGION INTEREST: Central America, El Salvador

LANGUAGES: Spanish

OVERSEAS EXPERIENCE: Mexico, Panama, El Salvador, Chile, Uruguay

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Introduction to Chicana and Chicano Studies; Central Americans in the US

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 4

DISTINCTIONS: Winner of the 2013 Best Article Award from the Latin American Studies Association Section on Latino Studies (with Cecilia Menjivar) for "Legal Violence: Immigration Law and the Lives of Central American Immigrants." *American Journal of Sociology* 117, no. 5: 1380-1421.

SELECTED PUBLICATIONS:

- Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. Stanford University Press, 2014.
- Menjivar, Cecilia and Leisy Abrego. 2012. "Legal Violence: Immigration Law and the Lives of Central American Immigrants." *American Journal of Sociology*. 117:5 (2012): 1380-1421.
- "Economic Well-Being in Salvadoran Transnational Families: How Gender Affects Remittance Practices." *Journal of Marriage and Family* 71 (2009): 1070-85.

Eric AVILA, Associate Professor, Chicano Studies and History
Ph.D. University of California, Berkeley

APPOINTMENT: 1997

RESEARCH: 20th century U.S. history; urban and cultural history; popular/mass culture; history of architecture and the built environment; race and ethnicity; Chicano studies

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Introduction to Chicano Life and Cultures; Theoretical Approaches to Chicana/o Studies; City and Community: A History of Chicano Los Angeles

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 3

DISTINCTIONS: Visiting Fellows Program, Research Institute of Comparative Studies of Race and Ethnicity, Stanford University, 2007-2008; Donald J. Pfluger Local History Award, Historical Society of Southern California, 2006; Faculty Development Grant, UCLA Center for the Study of Women, 2009-2010

SELECTED PUBLICATIONS

The Folklore of the Freeway: Race and Revolt in the Modernist City. University of Minnesota Press, 2014.
Noriega, Chon, Eric Avila, Chela Sandoval, Rafael Torres Pérez, and Mary Karen Dávalos. *The Chicano Studies Reader: An Anthology of Aztlán, 1970-2000.* Los Angeles: UCLA Chicano Studies Research Center, 2001.

"Dark City: White Flight and the Urban Science Fiction Film in Postwar America." In *Classic Whiteness: Race and the Hollywood Studio System*, edited by Daniel Bernardi. University of Minnesota Press, 2001.

Judith Francisca BACA, Professor, Chicano and Chicana Studies; Adjunct Professor, World Arts and Cultures
M.A. California State University, Northridge

APPOINTED: 1996

RESEARCH: Large-scale public murals addressing multi-cultural audiences

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Mexican Murals

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Mario F. Vasquez, Cinco de Mayo Leadership Award, 2012; Urban Legend Award, Lifetime Achievement Award, 2012; Outstanding Latino/a Award, March 2011; National Award in Public Art, 2010

SELECTED PUBLICATIONS/ RECENT PUBLIC ART PROJECTS:

The Emancipation Project, 2014

Miguel Contreras Learning Complex, 2012

Great Wall of Los Angeles Mural, restoration, summer 2005 and 2006

Hitting the Wall: Women in the Marathon, restoration, 2003-2004

100ft x 25ft work originally commissioned by the Olympic Organizing Committee for the 110 Freeway, 4th Street exit during the 1984 Olympics in Los Angeles. Selected by a committee of artists and public art specialists for preservation, Spring 2005. Five-month recovery led by Judith F. Baca and artist team.

2003 Central American Resource Center (CARECEN): "Migration of the Golden People" 2002 Digital Mural; 37ft x 14ft digital mural on the migration of Central Americans to Los Angeles' Pico Union district located at CARECEN on Hoover and 7th Street.

Maylei BLACKWELL, Assistant Professor, Chicano and Chicana Studies; Women Studies
PhD. University of California, Santa Cruz

APPOINTMENT: 2003

RESEARCH: Indigenous women's organizing in Mexico and in transnational communities; Latin American feminism; transnational social movements; race and sexuality, oral history and ethnography

OVERSEAS EXPERIENCE: Mexico, Guatemala, Costa Rica, Nicaragua

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Women's Movements in Latin America; Transnational Organizing; Chicana Feminism

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 3

DISTINCTIONS Western Historical Association's Armitage-Jameson Book Prize, Honorable Mention for *¡Chicana Power!: Contested Histories of Feminism in the Chicano Movement* as one of the best books in western women and gender history, 2011; Berkshire Conference of Women Historians, 2011; Book Prize Finalist for *¡Chicana Power!: Contested Histories of Feminism in the Chicano Movement*; Lillian Robles (Juaneno/Acjachemen) Award for Leadership and Action, 2011

SELECTED PUBLICATIONS/ RECENT PUBLIC ART PROJECTS:

"The Practice of Autonomy in the Age of Neoliberalism: Strategies from the Indigenous Women's Movement in Mexico." *Journal Of Latin American Studies* 44, no. 4 (2012): 703-22.

¡Chicana Power! Contested Histories Of Feminism In The Chicano Movement. University of Texas Press, Chicana Matters Series, 2011.

"Líderes Campesinas: Nepantla Strategies and Grassroots Organizing at the Intersection of Gender and Globalization." *Aztlán: A Journal of Chicano Studies* 35, no. 1 (2010): 13-48.

"Weaving in the Spaces: Transnational Indigenous Women's Organizing and the Politics of Scale." In *Dissident Women: Gender and Cultural Politics in Chiapas*, edited by Shannon Speed, R. Aída Hernández, and Lynn Stephen, 240-318. Austin, Texas: University Of Texas Press, 2006.

Alicia GASPAR DE ALBA, Chair and Professor, Chicano and Chicana Studies
Ph.D., University of New Mexico

APPOINTED: 1994

RESEARCH: Chicano and Chicana art; popular culture; border studies; gender and sexuality

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Introduction to Chicano Life and Culture; Death, Gender, and U.S.-Mexico Border; Yo Soy El Army: Chicanas, Chicanos, and the U.S. Military; Barrio Popular Culture; Border Consciousness; Chicana Feminism; Chicana Lesbian Literature; Bilingual Writing Workshop: A Novel Approach

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 1

DISTINCTIONS: "Con Tinta" Latino Writers Achievement Award, 2010; International Latino Book Award for *Sangre en el Desierto: Las Muertas De Juárez* for Best Spanish-Language Mystery, 2009; Gold Shield Faculty Prize, Gold Shield Alumnae Organization, UCLA, \$30,000, 2008; Academic Senate Faculty Research Grant, UCLA, \$3,000, 2006-2007; Lambda Literary Foundation Award, Best Lesbian Mystery for *Desert Blood: The Juárez Murders*, 2005-2006; International Latino Book Award, Best English-Language Mystery for *Desert Blood: The Juárez Murders*, 2005-2006

SELECTED PUBLICATION

de Alba, Alicia Gaspar, and Alma López, eds. *Our Lady of Controversy: Alma López's "Irreverent Apparition."* University of Texas Press, 2011.

"Poor Brown Female: The Miller's Compensation for 'Free' Trade." In *Making a Killing: Femicide, Free Trade, and La Frontera*, edited by Alicia Gaspar de Alba, 63-93. With Georgina Guzmán. University of Texas Press, 2010.

Making a Killing: Femicide, Free Trade, and La Frontera, edited by Alicia Gaspar de Alba. With Georgina Guzmán. University of Texas Press, 2010.

David HERNANDEZ, Assistant Professor, Chicano and Chicana Studies
Ph.D. University of California, Berkeley

APPOINTED: 2007

RESEARCH: International migration and Chicana/o and Latina/o politics and social movements

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Introduction to Chicana/Chicano Studies: Social Structure and Contemporary Conditions; Politics of Diversity: Race, Conflicts, and Coalitions; Coalition and Conflict: Urban Poverty, Migration, and Race in the U.S; Disposable People: U.S. Deportation and Repatriation Campaigns; From Latin America to U.S.: Immigration and Latino Identity

DISTINCTIONS: Ford Foundation Postdoctoral Fellowship, National Research Council, 2009-2010; Career Enhancement Fellowship for Junior Faculty, Woodrow Wilson National Fellowship Foundation, 2009-2010 (recipient but declined award); Andrew W. Mellon Postdoctoral Fellowship in Latino Studies, Department of History, Northwestern University, 2005-2007 (recipient but declined award); University of California, Los Angeles Faculty Career Development Award, UCLA Office of Faculty Diversity and Development, 2011-2012; Faculty Research Grant, Council on Research, UCLA Faculty Senate, 2010-2012; Travel Grant, UCLA Council on Research, 2009-2010

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

SELECTED PUBLICATIONS:

"Undue Process: Racial Genealogies of Immigrant Detention." In *Constructing Boundaries/Crossing Borders: Race, Ethnicity and Immigration*. 2007.

"Pursuant to Deportation: Latinas/os and Immigrant Detention." *Latino Studies* 6, nos. 1-2. (2008).
Reprinted in *Behind Bars: Latino/as and Prison in the United States*, edited by Suzanne Oboler. 2009.

Hernandez, David, and Evelyn Nakano Glenn. "Ethnic Prophecies: A Review Essay on Legacies: The Story of the Immigrant Second Generation (2001) and Ethnicities: Children of Immigrants in America (2001)." *Contemporary Sociology* 32, no. 4 (2003): 418-26.

Raúl HINOJOSA-OJEDA, Associate Professor, Chicano and Chicana Studies
Ph.D. University of Chicago

APPOINTED: 1991

RESEARCH: Free trade agreements and integration in the North American and western hemisphere in global comparative perspective; immigration and labor market interdependence between rich and poor countries; international and community development banking and the role of NGOs

OVERSEAS EXPERIENCE: Mexico, El Salvador

LANGUAGES: Spanish, German, French

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Structure and Contemporary Conditions; Chicano/Latino Community Formation: Critical Perspectives and Oral Histories; U.S./Mexico Relations; Multi-Disciplinary and Alternative Perspectives on Globalization and Regional Development; Globalization and Local Dynamics; Latino Community Formation

DISTINCTIONS: Todos Somos Arizona Human Rights Award, 2013; White House Champion of Change Award, 2012

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 1

SELECTED PUBLICATIONS:

Robinson, Sherman, et al. "Agricultural Policies and Migration in a US-Mexico Free Trade Area: A Computable General Equilibrium Analysis." *Journal of Policy Modeling* 15, no. 5 (1993): 673-701.

"Simon Bolívar Rides Again? Pathways towards Regional Integration between NAFTA, MERCOSUR, and the Greater Andean Region." With Lewis Jeffery and Robinson Sherman. *Journal of Integration and Trade* 1, no. 1 (1997).

Hinojosa-Ojeda, Raul, and Sherman Robinson. "Labor Issues in a North American Free Trade Area." *North American Free Trade: Assessing the Impact* 69 (1992): 74.

Hinojosa-Ojeda, Raúl, and Sherman Robinson. "Alternative Scenarios of US-Mexico Integration: A Computable General Equilibrium Approach." Working paper series, California Agricultural Experiment Station, Department of Agricultural and Resource Economics, 1991.

Javier IRIBARREN, Assistant Director, Chicano Studies Research Center

Psy.D. Pepperdine University; M.S.W UC San Francisco

APPOINTED: 2004

RESEARCH: Health care; vulnerable populations; media policy and analysis; medical informatics; community collaboration

LATIN AMERICAN REGION INTEREST: Comparative Latin America; Mexico

OVERSEAS EXPERIENCE: Mexico, Spain

LANGUAGES: Spanish, English

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Project Director, UCLA Center for Community Health

SELECTED PUBLICATIONS:

Milburn, Norweeta G., Francisco Javier Iribarren, Eric Rice, Marguerita Lightfoot, Rosa Solorio, Mary Jane Rotheram-Borus, Katherine Desmond, Alex Lee, Kwame Alexander, Katherine Maresca, Karen Eastmen, Elizabeth Mayfield Arnold, and Naihua Duan. "A Family Intervention to Reduce Sexual Risk Behavior, Substance Use, and Delinquency among Newly Homeless Youth." *The Journal of Adolescent Health* 50, no. 4 (2012): 358-64.

Milburn, Norweeta G, Philip Batterham, George Ayala, Eric Rice, Rosa Solorio, Kate Desmond, Lynwood Lord, Javier Iribarren, and Mary Jane Rotheram-Borus. "Discrimination and Mental Health Problems among Homeless Minority Young People." *Public Health Reports* (2010).

María Cristina PONS, Associate Professor, Chicano and Chicana Studies

Ph.D. University of Southern California

APPOINTED: 1998

RESEARCH: The intersections of Latin American literature and culture and Chicano Studies; class, gender, and race in cultural symbolic production; contemporary historical novel in Latin America; Latin American and Chicana/o literary production

OVERSEAS EXPERIENCE: Argentina, Brazil

LANGUAGES: Spanish 5, Portuguese 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 75%

LAS COURSES: Introduction to Chicano Life and Culture; Chicana and Latin American Women's Narrative; Mesoamerican Literature; Bilingual Advantage: Spanish Language Topics on Chicana/Chicano and Latin American Cultures; Representations of Indigenous Peoples in the Americas; Indigenous Figure and Image in Latin American Discourse

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 1

DISTINCTIONS: Marta Feuchtwanger Merit Award for dissertation, University of Southern California, 1993-1994; University of California President's Postdoctoral Fellowship Award, UCLA, 1995-1997

SELECTED PUBLICATIONS:

Más allá de las fronteras del lenguaje: Un análisis crítico de "Respiración Artificial" de Ricardo Piglia.

Mexico: Universidad Nacional Autónoma de México, 1998.

Memorias del olvido: Del Paso, García Márquez, Saer y la novela histórica de fines del siglo XX. México: Siglo Veinte, 1996.

"El lenguaje del caos en el entenado de Juan José Saer." *Revista de Crítica Literaria Latinoamericana* 74 (2011): 93-110.

"Neoliberalismo y literatura: Entre una retórica mercenaria y la autonomía de un arte crítico." *Espéculo: Revista de crítica literaria de la Universidad Complutense* 40 (2008-2009).

Robert C. ROMERO, Associate Professor, Chicano and Chicana Studies
Ph.D. University of California, Los Angeles, J.D. University of California, Berkeley

APPOINTED: 2005

RESEARCH: Mexico; Asians in Latin America

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Mestiza: The Diverse Racial and Cultural Roots of Mexico; Introduction to Chicana/o History, Identity, and Culture

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 11

DISTINCTIONS Latino/a Studies Section Book Award, Latin American Studies Association, 2012; *The Chinese in Mexico, 1882-1940*, recognized in *Critical Mass Blog* (the blog of the National Book Critics Circle board of directors) as one of the top ten small press books published in the United States in 2010; Ford Foundation Postdoctoral Diversity Fellowship, 2008-2009

SELECTED PUBLICATIONS:

The Chinese in Mexico, 1882-1940. University of Arizona Press, 2010.

“‘El Destierro de los Chinos’: Popular Perspectives of Chinese-Mexican Interracial Marriage in the Early Twentieth Century.” *Aztlán: A Journal of Chicano Studies* 32, no. 1 (2007).

"Transnational Commercial Orbits." In *A Companion to California History*, edited by William Deverell and David Igler. Hoboken: Wiley-Blackwell, 2008.

“Transnational Chinese Immigrant Smuggling to the United States via Mexico and Cuba, 1882-1916.” *Amerasia Journal* 30, no. 3 (2004/2005): 1-16.

Otto SANTA ANA, Professor, Chicano and Chicana Studies

Ph.D. University of Pennsylvania

APPOINTED: 1994

RESEARCH: Linguistics; critical discourse analysis

LATIN AMERICAN REGION INTEREST: Mexico

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish, French, English

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 30%

LAS COURSES: Chicana & Chicano Studies; Languages of Latinos; Language in the Classroom; Representations of Latinos in Mass Media; Mass Mediated Hegemonic Humor; Mass Media Research Methods; Laughter and Social Control

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Ralph J. Bunche Award of the American Political Science Association, 2013; American Political Science Association Best Book on Ethnic and Racial Political Ideology, 2002

SELECTED PUBLICATIONS:

Juan in a Hundred: Representation of Latinos on Network News. University of Texas Press, 2013.

Brown Tide Rising: Metaphoric Representations of Latinos in Contemporary Public Discourse. University of Texas Press, 2002

“Like an Animal I Was Treated: Anti-immigrant Metaphor in US Public Discourse.” *Discourse & Society* 10, no. 2 (1999): 191–224.

“Modeling the Speech Community: Configurations and Variable Types in the Mexican Spanish Setting.” With Claudia Parodi. *Language in Society* 27, no. 1 (1998): 23–51.

Parodi, Claudia, and Otto Santa Ana. “Tipología de comunidades de habla: del español rural al estándar.” *Nueva Revista de Filología Hispánica* 45, no. 2 (1997): 305–20.

Abel VALENZUELA, Professor, Chicana and Chicano Studies (joint appointment with Department of Urban Planning); Director, UCLA Center for the Study of Urban Poverty
Ph.D. Massachusetts Institute of Technology

APPOINTED: 1994

RESEARCH: Immigration and labor markets; poverty and inequality; immigrant settlement patterns and related services

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Introduction to Chicana/Chicano Studies: Social Structure and Contemporary Conditions; On the Corner: Searching for and Working Day Labor; Low-Wage and Immigrant Workers; Issues in Latina/Latino Poverty; Urban Poverty & Public Policy in the US

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 4

DISTINCTIONS: Chair of the University of California Committee on Latino Research, 2009

SELECTED PUBLICATIONS:

Valenzuela, Jr., Abel, Nik Theodore, Edwin Melendez, and Ana Luz Gonzalez. *On the Corner: Day Labor in the United States*. Technical Report, UCLA Center for the Study of Urban Poverty, 2006.

Martinez, Jr., Ramiro and Abel Valenzuela Jr., eds. *Immigration and Crime: Ethnicity, Race, and Violence*. New York: New York University Press, 2006.

Valenzuela, Jr., Abel, Lisa Schweitzer, and Adriele Robles. "Camionetas: Informal Travel among Immigrants." *Transportation Research Part A: Policy and Practice* 39, no. 10 (2005): 895-911.

Valenzuela, Jr., Abel, and Darnell Hunt. "Labor and Spanish-Language Broadcasters: Top Ratings, Second-Class Status." *Working USA: The Journal of Labor and Society* 7, no. 4 (2004): 78-102.

COMPARATIVE LITERATURE: 2

Katherine C. KING, Professor, Classics and Comparative Literature
Ph.D. Princeton University

APPOINTED: 1978

RESEARCH: Epic; Greek tragedy; classical tradition

OVERSEAS EXPERIENCE: El Salvador

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Directed Research in Comparative Literature: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 5

DISTINCTIONS: UCLA Distinguished Teaching Award, 1993

SELECTED PUBLICATIONS:

Puentes y Fronteras/Bridges and Borders. Translated by Gina Valdés. Tempe, AZ: Bilingual Press, 1996.

Homer. New York: Garland Publishing, 1994.

"Santiago Tyrannos: García Márquez's 'Crónica de una muerte anunciada'." *Comparative Literature* 43 (1990): 305-25.

Efraín KRISTAL, Professor, Spanish and Comparative Literature; Director, UC Education Abroad Program in Paris

Ph.D. Stanford University

APPOINTED: 1991

RESEARCH: Latin American literature; intellectual history

OVERSEAS EXPERIENCE: Brazil, Australia, Italy, Mexico, Peru, Spain, France, Germany

LANGUAGES: Spanish 5, Portuguese, French 5, German 3, Italian 3

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 90%

LAS COURSES: Seminar on Mario Vargas Llosa; Seminar on Jorge Luis Borges

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 4

DISTINCTIONS: Honorary Professor at the Universidad del Pacífico in Lima, Peru; Julio Cortazar Chair at the University of Guadalajara, Fellow of the Alexander von Humboldt Foundation; UCLA Distinguished Teaching Award

SELECTED PUBLICATIONS:

Invisible Work: Borges and Translation. Vanderbilt University Press, 2002.

Temptation of the Word: The Novels of Mario Vargas Llosa. Nashville: Vanderbilt University Press, 1998.

The Cambridge Companion to the Latin American Novel. Cambridge University Press, 2005.

Logan, Peter, ed. *The Blackwell Encyclopedia of the Novel.* Oxford: Wiley Press, 2011.

Kristal, Efraín, and John King, eds. *The Cambridge Companion to Mario Vargas Llosa.* Cambridge University Press, 2012.

DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY: 6

Donald G. BUTH, Professor, Ecology and Evolutionary Biology

Ph.D. University of Illinois

APPOINTED: 1980

RESEARCH: Ichthyology; phylogenetic systematic evolutionary genetics; systematic and taxonomic study of Mexican fish and fauna

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Undergraduate Directed Studies: Latin American Topics; Graduate Directed Research and Field Studies: Latin American Topics.

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 7

SELECTED PUBLICATIONS:

"Should Mitochondrial DNA Sequences Be Used in Phylogenetic Studies?" *Bull. So. Cal. Acad. Sci* 109, no. 2 (2010): 108-109.

Chabot, C., D. Buth, C. Swift, J. Sim, T. Dowling, and L. Allen. "Introgression of Mitochondrial DNA between *Catostomus fumeiventris* and *Catostomus santaanae* (Cypriniformes: Catostomidae) in the Santa Clara Drainage." *Bulletin of the Southern California Academy of Sciences* 108, no. 2 (2009): 105.

Buth, D. G., J. Sim, and C. C. Swift. "Genetic Confirmation of Hybridization between *Catostomus fumeiventris* and *Catostomus santaanae* (Cypriniformes: Catostomidae) in the Santa Clara Drainage." *Bulletin of the Southern California Academy of Sciences* 107 (2008): 121-22.

Garcia, D., L. Resnikoff, D. G. Buth, and P. Frost. "Intestinal Helminth Parasites of the Bay Goby, *Lepidogobius lepidus* (Perciformes: Gobiidae), from Bodega Bay, CA, U.S.A." *Comparative Parasitology*, 71 (2004): 86-87.

Malcolm S. GORDON, Professor, Ecology and Evolutionary Biology

Ph.D. Yale University

APPOINTED: 1958

RESEARCH: Comparative ecological physiology of lower vertebrates; ecology of Pacific coastal waters of Latin America

OVERSEAS EXPERIENCE: Ecuador, Chile, Mexico

LANGUAGES: Spanish, French

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 30%

LAS COURSES: Undergraduate Directed Studies: Latin American Topics; Graduate Directed Research and Field Studies: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 7

DISTINCTIONS: N/A

SELECTED PUBLICATIONS:

Kim, Y. T., and M. S. Gordon. "Swimming and Posture Control of Common Carp when Penetrating Mesh Nets in A Water Tunnel." *Fisheries Research* 102 (2010): 166-72.

Lauritzen, D.V., F. S. Hertel, L. K. Jordan, and M. S. Gordon. "Salmon Jumping: Behaviour, Kinematics, and Optimal Conditions, with Possible Implications for Fish Passageway Design." *Bioinspiration and Biomimetics* 5 (2010): 1-11.

Jordan, L. K., S. M. Kajiura, and M. S. Gordon. "Functional Consequences of Structural Differences in Stingray Sensory Systems, Part II: Electrosensory System." *The Journal of Experimental Biology* 212 (2009): 3044-50.

Jordan, L. K., S. M. Kajiura, and M. S. Gordon. "Functional Consequences of Structural Differences in Stingray Sensory Systems, Part I: Mechanosensory Lateral Line Canals." *The Journal of Experimental Biology* 212 (2009): 3037-43.

Henry A. HESPENHEIDE, Professor Emeritus, Ecology and Evolutionary Biology

Ph.D. University of Pennsylvania

APPOINTED: 1973

RESEARCH: The evolutionary ecology and biodiversity of neotropical wet forest insects

OVERSEAS EXPERIENCE: Costa Rica, Panamá, Nicaragua, México

LANGUAGES: Spanish 4

PERCENT OF TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Undergraduate Directed Studies: Latin American Topics; Graduate Directed Research and Field Studies: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 5

SELECTED PUBLICATIONS:

"New Species and New Records of *Neotrachys* Obenberger, 1923, from Central America and the Antilles (Coleoptera: Buprestidae)." *The Pan-Pacific Entomologist* 82, no. 2 (2006): 223-41.

"A New *Eulechriops* (Coleoptera: Curculionidae, Conoderinae) from Brazil Attacking *Rubus*." *Neotropical Entomology* 34, no. 6 (2005): 1009-11.

"A Reconsideration of *Pachyschelus schwarzi* Kerremans and A Review of American *Pachyschelus* North of Mexico (Coleoptera: Buprestidae)." *Coleopterists Bulletin* 57, no. 4 (2003): 459-68.

"New *Lechriops* Species for the United States (Coleoptera; Curculionidae: Conoderinae)." *Coleopterists Bulletin* 57, no. 3 (2003): 345-52.

Park S. NOBEL, Professor, Ecology and Evolutionary Biology

Ph.D. University of California, Berkeley

APPOINTED: 1967

RESEARCH: Plant physiological ecology; productivity of desert plants; Latin American desert plants

OVERSEAS EXPERIENCE: Mexico, Brazil, Chile, Argentina, Peru, Ecuador

LANGUAGES: German 3, Russian 2, Spanish 3

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Undergraduate Directed Studies: Latin American Topics; Graduate Directed Research and Field Studies: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 2

SELECTED PUBLICATIONS:

Physicochemical and Environmental Plant Physiology, 4th edition. San Diego, CA: Academic Press/Elsevier, 2009.

Nobel, P. S. and B. R. Zutta. "Temperature Tolerances for Stems and Roots of Two Cultivated Cacti, *Nopalea cochenillifera* and *Opuntia robusta*: Acclimation, Light, and Drought." *Journal of Arid Environments* 72 (2008): 633-42.

Nobel, P. S. and B. R. Zutta. "Carbon Dioxide Uptake, Water Relations, and Drought Survival for *Dudleya saxosa*, the 'Rock Live-Forever,' Growing in Small Soil Samples." *Functional Ecology* 21 (2007): 698-704.

Nobel, P. S. and B. R. Zutta. "Carbon Dioxide Uptake, Water Relations, and Drought Survival for *Dudleya Saxosa*, the 'Rock Live-Forever,' Growing in Small Soil Samples." *Journal of Arid Environments* 69 (2007): 15-28.

Thomas B. SMITH, Professor, Ecology and Evolutionary Biology; Director, Center for Tropical Research

Ph.D. University of California, Berkeley

APPOINTED: 2002

RESEARCH: Evolutionary ecology; speciation and conservation of vertebrates, especially in the tropics; ecology of disease; conservation biology restoration of rain forests; conservation of migratory birds

OVERSEAS EXPERIENCE: Latin America, Africa, Australia, Hawaii

LANGUAGES: Spanish 2

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Conservation of Biodiversity; Ornithology

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 10

SELECTED PUBLICATIONS:

Rundel C. W., M. B. Wunder, A. H. Alvarado, K. C. Ruegg, R. Harrigan, A. Schuh, J. F. Kelly, R. B. Siegal, D. F. DeSante, T. B. Smith, and J. Novembre. "Novel Statistical Methods for Integrating Genetic and Stable Isotope Data to Infer Individual-Level Migratory Connectivity." *Molecular Ecology* 22 (2013): 4163-76.

Smith, T. B., R. J. Harrigan, A. N. G. Kirschel, W. Buermann, S. Saatchi, D. T. Blumstein, S. R. de Kort, and H. Slabbekoorn. "Predicting Bird Song from Space." *Evolutionary Applications* 10 (2013): 1-10.

Karubian, J., R. Duraes, J. L. Storey, and T. B. Smith. "Mating behavior Drives Seed Dispersal by the Long-Wattled Umbrellabird *Cephalopterus penduliger*." *Biotropica* 44, no. 5 (2012): 689-98.

Chaves, J. A., P. G. Parker, and T. B. Smith, "Origin and Population History of a Recent Colonizer, The Yellow Warbler in Galapagos and Cocos Islands." *Journal of Evolutionary Biology* 25, no. 3 (2012): 509-21.

Eduardo ZEIGER Professor, Ecology and Evolutionary Biology
Ph.D. University of California, Davis

APPOINTED: 1980

RESEARCH: Plant physiology and photobiology with emphasis in stomatal function

OVERSEAS EXPERIENCE: Argentina, Brazil

LANGUAGES: Spanish 5, Portuguese 3

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Undergraduate Directed Studies: Latin American Topics; Graduate Directed Research and Field Studies: Latin American Topics.

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

SELECTED PUBLICATIONS:

Taiz, L., and E. Zeiger. *Plant Physiology*. Sunderland, Massachusetts: Sinauer Associates, 2002.

Talbott, L. D., J. Zhu, S. W. Han, and E. Zeiger. "Phytochrome and Blue Light-Mediated Stomatal Opening in the Orchid, *Paphiopedilum*." *Plant and Cell Physiology* 43 (2002): 639-46.

Talbott, L. D., G. Nikolova, A. Ortiz, I. Shmayevich, and E. Zeiger. "Green Reversal of Blue Light-Stimulated Opening Is Found in a Wide Range of Plant Species." *American Journal of Botany* 89 (2002): 366-68.

Frechilla, S., L. D. Talbott, and E. Zeiger. "The CO₂ Response of Vicia Guard Cells Acclimates to Growth Environment." *Journal of Experimental Botany* 53 (2002): 545-50.

DEPARTMENT OF ECONOMICS: 5

Francisco BUERA, Assistant Professor, Economics

Ph.D. University of Chicago

APPOINTED: 2008

RESEARCH: Entrepreneurship; financial markets; structural change; economic development

OVERSEAS EXPERIENCE: Argentina

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Topics on International Economics

NUMBER OF THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: PI, National Science Foundation Grants SES-0820318, 0946647 (Co-PI: Y. Shin), 2008-2012; PI, Grant from the Consortium of Financial Systems and Poverty, University of Chicago, 2009-2012; Kauffman Junior Fellowship in Entrepreneurship Research, 2010; Margaret G. Reid Memorial Fund Dissertation Fellowship, 2003-2004

SELECTED PUBLICATIONS:

"Optimal Maturity of Government Debt with Incomplete Markets." *Journal of Monetary Economics* 51, no. 3 (2004): 531-54.

"A Dynamic Model of Entrepreneurship with Borrowing Constraints." *Annals of Finance* 5, nos. 3-4 (2009): 443-64.

"Can Traditional Theories of Structural Change Fit the Data?" With Joseph P. Kaboski. *Journal of the European Economic Association* 7, nos. 2-3 (2009): 469-77.

"Learning the Wealth of Nations." With Alex Monge and Giorgio Primiceri. *Econometrica* 79, no. 1 (2011): 1-45.

Ariel BURSTEIN, Associate Professor, Economics
Ph.D. Northwestern University, IL

APPOINTED: 2003

RESEARCH: International macroeconomics; international finance

OVERSEAS EXPERIENCE: Argentina

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: International Macroeconomics; International Finance

NUMBER OF THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 1

DISTINCTIONS: National Science Foundation Grant, "General Equilibrium Perspectives on Innovation by Firms," with Andrew Atkeson, 2010-2012; National Science Foundation Grant, "Globalization, Technology, and the Skill Premium," with Jonathan Vogel, 2010-2012; National Science Foundation Grant, "Microeconomic Evidence and Macroeconomic Implications of Models with Nominal Rigidities," with Christian Hellwig, 2008-2011; National Science Foundation Grant, "International Relative Prices in Micro-Founded Models of International Trade," with Andrew Atkeson, 2005-2007

SELECTED PUBLICATIONS:

"Distribution Costs and Real Exchange Rate Dynamics." With Joao Neves and Sergio Rebelo, *Journal of Monetary Economics* (2003).

"Large Devaluations and the Real Exchange Rate." With Martin Eichenbaum and Sergio Rebelo, *Journal of Political Economy* (2005).

"Inflation and Output Dynamics with State Dependent Pricing Decisions." *Journal of Monetary Economics* (2006).

"Modeling Exchange Rate Passthrough after Large Devaluations?" With Martin Eichenbaum and Sergio Rebelo. *Journal of Monetary Economics* (2007).

Arnold C. HARBERGER, Professor, Economics
Ph.D. University of Chicago

APPOINTED: 1984

RESEARCH: Public finance; economic development; international economics; problems of economic policy in developing countries; analysis of efficiency and incidence effects of taxation; cost-benefit analysis of investment projects

OVERSEAS EXPERIENCE: Chile, Argentina, Colombia, Brazil, Costa Rica, Dominican Republic, Haiti, El Salvador, Panamá, Uruguay, México

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 90%

LAS COURSES: Undergraduate Special Studies on Latin America; International Area Studies: Latin America; Topics in International Economics: Latin America; Workshop in Latin American Economics; Development Projects in Latin America; Economic Problems of Latin America; Individual Directed Studies: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 16

DISTINCTIONS: Daniel Holland Medal, National Tax Association, 2002; Daniel Holland Award, National Tax Association, for distinguished lifetime contributions to the study and practice of public finance, 2001; Carlos Diaz-Alejandro prize, Latin American and Caribbean Economic Association, for significant contribution to the economic analysis of issues relevant to Latin America; The Arnold C. Harberger Distinguished Lecture Series established by the UCLA Center for International Relations in recognition of Harberger's contributions to international education; past-president, American Economic Association

SELECTED PUBLICATIONS:

"Economic Policy and the Real Exchange Rate: Russia since 1998." With Andrei Klepach and Oxana Ossipova. 2003.

Hugo HOPENHAYN, Professor, Economics

Ph.D. Universidad de Buenos Aires

APPOINTED: 2003

RESEARCH: International economics; economic policy

OVERSEAS EXPERIENCE: Argentina

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

COURSES: Industrial Organization: Theory and Tactics; Industrial Organization, Price Policies, and Regulation II; Proseminar: Industrial Organization and Regulation

NUMBER OF THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 10

DISTINCTIONS: Simon Kuznets Memorial Lecturer, Yale University, 2000; Daniel Holland Medal, National Tax Association, 2002; Guggenheim Fellow, 2002; Fellow of the Econometric Society; National Science Foundation Grant #SBR-0215764: "Characterizing Efficient Social Insurance Institutions: Theory and Computation," joint with John Rust and V.V. Chari, 2002-04; National Science Foundation Grant #SBR-0110946: "Optimal Lending Contracts and Firm Dynamics," 2001-2002

SELECTED PUBLICATIONS:

"Rewarding Sequential Innovators: Prizes, Patents and Buyouts." With Gerard Llobet and Matthew Mitchell. *Journal of Political Economy* (2006).

"Deregulation with Consensus." With Sandro Brusco. *Economic Theory* (2007).

"Optimal Unemployment Insurance and Employment History." *Review of Economic Studies*. Forthcoming.

"Risk Taking by Entrepreneurs." With Galina Vershchagina. *The American Economic Review* (2009).

"Unobservable Persistent Productivity and Long Term Contracts." With Arantxa Jarque. *Review of Economic Dynamics* (2009).

Deepak LAL, James S. Coleman Professor, Development Studies and Department of Economics

B. Phil. University of Oxford

APPOINTED: 1991

RESEARCH: Political economy of poverty, equity, and growth; culture and development; economic liberalization

OVERSEAS EXPERIENCE: England, India, Mexico

LANGUAGES: Spanish 2

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Individual Directed Studies: Latin American Topics; Economic Development

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Co-director, Trade and Development Unit, Institute of Economic Affairs, London

SELECTED PUBLICATIONS:

"Endangering the War on Terror by the War on Drugs." *World Economics* 9, no. 3 (2008).

"The Welfare Effects of Tobacco Taxation: Estimate for 5 Countries/Regions." *Journal des Economistes et des Etudes Humaines* 13, no. 1 (2003): 3-20.

"In Defense of Empires." *Economic Affairs* (2003) 14-19.

"The Imperial 9 Tense." With Ivan R. Dee. *Economic Affairs* (2003): 14-19.

In Praise of Empires: Globalization and Order. New York: Palgrave Macmillan, 2004.

Rosa Liliana MATZKIN, Professor, Economics
Ph.D. University of Minnesota

APPOINTED: 2007

RESEARCH: Microeconometrics; nonparametric methods; economic theory

OVERSEAS EXPERIENCE: Argentina

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Probability and Statistics for Econometrics; Econometrics: Single Equation Models

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 2

DISTINCTIONS: National Science Foundation Research Grant SES-1062090 for "Estimation of Nonparametric Models with Simultaneity," 2011-2015; Charles E. Davidson Professor of Economics, 2009; National Science Foundation Research Grant SES-0551272 for "Identification and Estimation in Structural Econometric Models," 2006-2011; National Institute of Aging Grant for "Measuring the Effects of Aging on Perception and Behavior," joint with D. McFadden, F. Caro, and J. Winter, 2005-2009

SELECTED PUBLICATIONS:

"Estimation of Nonparametric Models with Simultaneity." *Econometrica* (2014). Forthcoming.

Blundell, R. and R. L. Matzkin. "Control Functions in Nonseparable Simultaneous Equations Models." *Quantitative Economics* (2014). Forthcoming.

Blundell, R., D. Kristensen and R. L. Matzkin. "Bounding Quantile Demand Functions Using Revealed Preference Inequalities." *Journal of Econometrics* 179, no. 2 (2014).

"Nonparametric Identification in Structural Economic Models." *Annual Review of Economics* 5 (2013).

Aaron TORNELL, Professor, Economics

Ph.D. Massachusetts Institute of Technology

APPOINTED: 2000

RESEARCH: International economics; political economy; robust control; economic growth in Latin America; emerging markets; lending booms and financial crisis; H-infinity forecasting; asset pricing

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish 3

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 80%

LAS COURSES: International Finance; International Area Studies Seminar

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 16

DISTINCTIONS: Research Associate of the National Bureau of Economic Research; Associate Editor of the *Journal of International Economics*; Associate Fellow, Center for Research on Economic Development and Policy Reform, Stanford University

SELECTED PUBLICATIONS:

"Financial Liberalization." *The New Palgrave*, 2008.

"Systemic Crises and Growth." With Frank Westermann and Romain Ranciere. *Quarterly Journal of Economics* (2008).

"Currency Mismatch, Systemic Risk and Growth in Emerging Europe" With Romain Ranciere and Athanasios Vamvakidis. *Economic Policy* 25 (2010): 597-658.

"Was the U.S. Crisis a Financial Black-Hole?" With Romain Ranciere. *IMF Economic Review* 59 (2011): 271-305.

GRADUATE SCHOOL OF EDUCATION AND INFORMATION STUDIES: 10

Clara M. CHU, Professor Emerita, Information Studies

M.L.S. and Ph.D. in Library and Information Studies, University of Western Ontario

APPOINTED: 1998

RESEARCH: Multicultural library and information services; information-seeking behavior; organization of information; subject access; bibliographic control; international and comparative information services; scholarly communication; multicultural education; transnational ethnic studies

OVERSEAS EXPERIENCE: Latin America, Asia

LANGUAGES: Spanish, French, Portuguese, Cantonese

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Asians in Latin America: Constructing and Representing Community and Identity; Ethics, Diversity and Change in the Information Professions; International Issues and Comparative Research in Library and Information Science

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Information Studies Teaching Award Winner, UCLA Department of Information Studies, 2008; Achievement in Library Diversity Research, American Library Association; American Library Association Equality Award

SELECTED PUBLICATIONS:

"Working from Within: Critical Service Learning as Core Learning in the MLIS Curriculum." In *Service Learning: Linking Library Education and Practice*, edited by Lorie Roy, Kelly Jensen, and Alex Hershey. Chicago: ALA Editions, 2009.

"Libraries as Contested Community and Cultural Space: The Bruggemeyer Memorial Library of Monterey Park, California." With Todd Honma. *AAPL Nexus: Asian Americans and Pacific Islanders Policy, Practice & Community* 5, no. 1 (2007): 33-57.

Patricia GANDARA, Research Professor of Education in the Graduate School of Education & Information Sciences; Director, Civil Rights Project

Ph.D. University of California, Los Angeles

APPOINTED: 1990

RESEARCH: Educational equity and access for low income and ethnic minority students; language policy; the education of Mexican origin youth

LATIN AMERICAN REGION INTEREST: Mexico

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish (5)

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 6

DISTINCTIONS: Fellow, Sudikoff Family Institute for Education & New Media, 2009-2010

SELECTED PUBLICATIONS:

Gándara, P. "From González to Flores: A Return to the Mexican Room?" In *Arizona Firestorm*, edited by O. Santa Ana and C. Bustamante. Lanham, MD: Roman & Littlefield Publishers, 2012

Maxwell-Jolly, J. and P. Gándara. "Teaching All Our Students Well: Teachers and Teaching to Close the Academic Achievement Gap." In *Connecting the Dots and Closing the Gap: Multiple Perspectives for Closing the Academic Achievement Gap*, edited by T. Timar and J. Maxwell-Jolly. Cambridge: Harvard Education Press, 2012.

Gándara, P. and G. Orfield. "Historical, Legal, and Political Contexts of Arizona's Instructional Policies for English Learners." *Language Policy* 11, no. 1 (2012).

Martinez-Wenzl, M., K. Pérez, and P. Gándara. "Is Arizona's Approach to Educating its English Learners Superior to Other Forms of Instruction?" *Teachers College Record* 114, no. 9 (2012).

John HAWKINS, Professor, Education
Ph.D. Vanderbilt University

APPOINTED: 1973

RESEARCH: Educational policy in comparative perspective; higher education reform; politics of educational reform

OVERSEAS EXPERIENCE: Mexico, China

LANGUAGES: Chinese, Japanese

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Directed Individual Research, Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 20

SELECTED PUBLICATIONS:

"Choices and Commitment: A Comparison of Teacher Candidates' Profiles and Perspectives in China and the United States." With Zhixin Su, Tao Huang, and Zhiyi Zhao. *International Review of Education* 47, no. 6 (2002): 611-35.

"Walking on Three Legs: Centralization, Decentralization, and Recentralization in Chinese Education." In *Decentralization in Asia*, edited by Christopher Bjork. New York: Routledge, 2002.

"Shifting Perspectives on Comparative Research: A View from the USA." With Val D Rust. *Comparative Education* 37, no. 4 (2001): 501-6.

Peter MCLAREN, Professor, Education
Ph.D. University of Toronto

APPOINTED: 1993

RESEARCH: Access and equity in education, college choice, and admissions; sociology of education; organization theory; higher education policy analysis; stratification of individuals and institutions in education; qualitative research

OVERSEAS EXPERIENCE: Canada, Brazil, Greece, Germany, Finland, Sweden, The Netherlands, Australia, New Zealand, Malaysia, Taiwan, Mainland China, Cuba, Croatia, Peru, Mexico, Argentina, South Africa, Russia, Turkey, Portugal, Costa Rica, Venezuela, Colombia

LANGUAGES: Spanish 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Critical Revolutionary Pedagogy and the Politics of Education

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 10

DISTINCTIONS: Inaugural Paulo Freire International Social Justice Award, Paulo Freire Research Center, Finland, 2012; Department of Education at Antioch University Los Angeles' 1st Annual Social Justice and Upstander Ethics in Education award; First International Award for Social Justice and Equity through Education award, Instituto Universitario Internacional de Toluca, Mexico; "Friend in Solidarity with the Struggle of Mexican Teachers" award, National Union of Educational Workers; "Distinción Académica Educación, Debates e Imaginario Social," Universidad Nacional Autónoma de México

SELECTED PUBLICATIONS:

McLaren, P., S. Macrine, and D. Hill, eds. *Revolutionizing Pedagogy: Educating for Social Justice within and beyond Global Neo-liberalism*. London: Palgrave Macmillan, 2010.

Nocella, A., S. Best, and P. McLaren, eds. *Academic Repression: Reflections from the Academic Industrial Complex*. San Francisco: AK Press, 2010.

Martin, G., D. Houston, P. McLaren, and J. Suoranta, eds. *Havoc of Capitalism: Educating for Social and Environmental Justice*. Rotterdam: Sense Publishers, 2010.

Sandlin, J.A., and P. McLaren, eds. *Critical Pedagogies of Consumption: Living and Learning in the Shadow of the "Shopocalypse"*. New York and London: Routledge, 2009.

Ernest MORRELL, Associate Professor, Education
Ph.D. University of California, Berkeley

APPOINTED: 2005

RESEARCH: Literacy education; media and cultural studies; ethnic studies; urban schooling

OVERSEAS EXPERIENCE: N/A

LANGUAGES: Spanish 2

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: African-American Experiences in Urban Education; Critical Research in Urban Education; Social Foundations and Cultural Diversity in American Education; Critical Pedagogy and Cultural Studies in Urban Education

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 7

DISTINCTIONS: Outstanding Dissertation Award, University of California, Berkeley Graduate School of Education, 2002; Recipient of the AERA/OERI Postdoctoral Fellowship, 2001-2004

SELECTED PUBLICATIONS:

Critical Pedagogy in the City Schools: Where Theory Meets Praxis. With J. Duncan-Andrade. New York: Peter Lang, 2008.

"Toward a Radical/International/Decolonizing Model of Teacher Development." *New World Quarterly*. (Under review.)

Critical Literacy and Urban Youth: Pedagogies of Access, Dissent, and Liberation. New York: Routledge, 2007.

Robert C. RHOADS, Professor, Urban Schooling, Graduate School of Education & Information Studies;
Director, Globalization and Higher Education Research Center
Ph.D. Pennsylvania State University

APPOINTED: 1999

RESEARCH: The university and society in Argentina, Mexico, the US, and China; democratic social movements and higher education; globalization; student life and diversity issues

LATIN AMERICAN REGION INTEREST: Argentina, Mexico

OVERSEAS EXPERIENCE: Argentina, Mexico

LANGUAGES: Spanish (4), Mandarin (3)

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Perspectives on Colleges in the Americas

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 5

DISTINCTIONS: Distinguished Teaching Award in Graduate Teaching, 2007-2008

SELECTED PUBLICATIONS:

Global Citizenship and the University: Advancing Social Life and Relations in an Interdependent World.
With Katalin Szélényi. Stanford, CA: Stanford University Press, 2011.

Rhoads, Robert A., and Carlos Alberto Torres, eds. *The University, State, and Market: The Political Economy of Globalization in the Americas.* Stanford: Stanford University Press, 2006.

"Educational Inequities and Latina/o Undergraduate Students in the United States: A Critical Race Analysis of Their Educational Progress." With O. Villalpando and L. Oseguera. *Journal of Hispanic Higher Education* 4 (2005): 272-294.

Daniel G. SOLORZANO, Professor, Social Sciences and Comparative Education
Ph.D. Claremont Graduate School

APPOINTED: 1990

RESEARCH: Critical race and gender theory in education; racial marginality and microaggressions in education; race/ethnic, gender, class relations with a special emphasis on the educational access and persistence; graduation of students of color in the United States

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 40%

LAS COURSES: Education and National Development; Minority Education in Cross-Cultural Perspective; Directed Individual Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 25

DISTINCTIONS: Distinguished Teaching Award, university-wide award in graduate teaching, University of California, Los Angeles, 2007-2008; Distinguished Teaching Award, Education Department, Graduate School of Education & Information Studies, University of California, Los Angeles, 2006-2007

SELECTED PUBLICATIONS:

- Burciaga, R., L. Pérez Huber, and D. Solorzano. "Going Back to the Headwaters: Examining Latina/o Educational Attainment and Achievement through a Framework of Hope." In *Handbook of Latinos and Education: Theory, Research, and Practice*, edited by E. Murillo, S. Villenas, R. Galván, J. Muñoz, C. Martínez, and M. Machado-Casas, 422-37. New York: Routledge, 2010.
- Datnow, A., D. Solorzano, T. Watford, and V. Park. "Mapping the Terrain: The State of Knowledge Regarding Low-Income Youth Access to Postsecondary Education." *Journal of Education for Students Placed at Risk (JESPAR)* 15 (2010) 1-8.
- Yosso, T., M. Ceja, W. Smith, and D. Solorzano. "Critical Race Theory, Racial Microaggressions, and Campus Racial Climate for Latina/o Undergraduates." *Harvard Educational Review* 79 (2009): 659-90.
- Ornelas, A., and D. Solorzano. "Reaffirming Affirmative Action: An Equal Opportunity Analysis of Advance Placement Courses and University Admissions." In *Mexicans in California: Transformations and Challenges*, edited by R. Gutierrez and P. Zavella, 77-93. Champaign-Urbana, IL: University of Illinois Press, 2009.

Marcelo SUAREZ-OROZCO, Dean & Distinguished Professor of Education
Ph.D. University of California, Santa Barbara

APPOINTED: 2012

RESEARCH: Conceptual and empirical problems in the areas of cultural psychology and psychological anthropology with an emphasis on the study of mass migration, globalization, and education

LATIN AMERICAN REGION INTEREST: Mexico

OVERSEAS EXPERIENCE: Argentina, Chile, Brazil, Mexico, Spain, France, Cuba, Switzerland, Belgium, etc.

LANGUAGES: Spanish, English

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Fellowships from the National Science, W. T. Grant, Spencer, Ford and Carnegie foundations; co-founded and co-directed the Harvard Immigration Projects, 1997; fellow, Institute for Advanced Study, Princeton, 2009-2010; elected to National Academy of Education in 2004; awarded the Mexican Order of the Aztec Eagle, 2006; special advisor to the chief prosecutor of the International Criminal Court in The Hague; delivered lectures on forced migration and human trafficking at the Pontifical Academy of Sciences, The Holy See, and co-authored Pope Francis' Statement on forced migration, 2013; elected to the American Academy of Arts and Sciences, 2014

SELECTED PUBLICATIONS:

- Educating the Whole Child for the Whole World: The Ross School Model and Education for the Global Era.* With Carolyn Sattin, eds. New York: New York University Press, 2010.
- Writing Immigration: Scholars and Journalists in Dialogue.* With Vivian Louie and Roberto Suro, eds. Berkeley: University of California Press, 2011.
- Transformations: Migration, Family Life and Achievement Motivation among Latino Adolescents.* With Carola Suárez-Orozco. Stanford: Stanford University Press, 1995.

Carlos Alberto TORRES, Professor, Social Sciences and Comparative Education; Director, Paulo Freire Institute,
Ph.D. Stanford University

APPOINTED: 1990

RESEARCH: Political sociology of education; impact of globalization on K-12 and higher education; intersection of area studies, ethnic studies, and comparative international education; political economy of adult education; social theory; the life and work of Paulo Freire

OVERSEAS EXPERIENCE: Mexico, Argentina, Brazil, Costa Rica, Canada, South Africa, Korea, Nicaragua, Spain, Italy, Finland

LANGUAGES: Spanish 5, Portuguese 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Politics of Education: Latin America; Human Resources and Economic Development in Latin America; Directed Individual Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 10

SELECTED PUBLICATIONS:

Globalizations and Education: Collected Essays on Class, Race, Gender, and the State. York, and London: Teachers College Press-Columbia University, 2009.

Education and Neoliberal Globalization. New York: Routledge, 2009.

Torres, Carlos Alberto and Pedro Noguera, eds. *Social Justice for Teachers: Paulo Freire and Education as a Possible Dream.* Netherlands: Sense Publishers, 2009.

Torres, Carlos A., et al. *La sociología política de la educación en perspectiva internacional y comparada.* Compiled by Carlos Mora Ninci and Guillermo Ruiz. Buenos Aires: Miño y Dávila, 2008.

Concepción VALADEZ, Associate Professor, Urban Schooling
Ph.D. Stanford University

APPOINTED: 1977

RESEARCH: Language education; bilingualism; literacy; curriculum design; testing; linguistic minorities

OVERSEAS EXPERIENCE: Mexico, Brazil, Paraguay

LANGUAGES: Spanish 5, Portuguese 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 80%

LAS COURSES: Language Development and Education; Bilingual and Multicultural Education; Directed Individual Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 14

DISTINCTIONS: N/A

SELECTED PUBLICATIONS:

Valadez, Concepción M., Jeff MacSwan, and Corinne Martínez. "Toward a New View of Low-Achieving Bilinguals: A Study of Linguistic Competence in Designated 'Semilinguals'." *Bilingual Review/La Revista Bilingüe* (2000): 238-48.

Valadez, Concepción M., and Marco A. Díaz. "El profesor principiante en las aulas escolares en Estados Unidos: Retos y posibilidades." *El profesorado principiante: Inserción a la docencia.* Octaedro Editorial, 2009.

Advances in Language Education. With A. M. Padilla and H. Fairchild. Newbury Park, CA: Sage, 1990.

"Language-Minority Students and Educational Reform: An Incomplete Agenda." In *From the Campus: Perspectives on the School Reform Movement*, edited by S. Cohen and L. C. Solmon. New York: Praeger, 1989.

Young Children's Oral Proficiency and Reading Ability in Spanish and English. With A. M. Padilla and M. D. Chang. Los Angeles: University of California, Center for Language Education and Research, Technical Report No. 11, 1988.

ENGINEERING AND APPLIED SCIENCE: 4

Alfonso F. CARDENAS, Professor, Engineering and Computer Science
Ph.D. University of California, Los Angeles

APPOINTED: 1969

RESEARCH: Data management systems; programming languages and software systems; systems analysis; management information systems; computing economics and management; legal and intellectual property; digital simulation; computerization in Latin America; distributed heterogeneous and multimedia (text, image/picture, voice) systems

OVERSEAS EXPERIENCE: Mexico, Brazil, Argentina, Peru

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 30%

LAS COURSES: Special Studies: Latin American Topics; Directed Individual Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 8

DISTINCTIONS: N/A

SELECTED PUBLICATIONS AND PRESENTATIONS:

Pon, R. K., A. F. Cárdenas, D. Buttler, and T. Critchlow. "Measuring the Interestingness of Articles in a Limited User Environment." *Information Processing and Management* 47 (2011): 97-116.

Krishnan, A., A. F. Cárdenas, and D. Springer. "Search for Patents Using Treatment and Causal Relationships." CIKM2010 Conference/Patent Information Retrieval 2010 Workshop, Toronto, Canada, October 26-30, 2010.

Barai, S., and A. F. Cárdenas. "Image Annotation System Using Visual and Textual Features." Distributed Multimedia Systems Conference/2010 Visual Languages and Computing, in Chicago, Illinois, October 14-16, 2010.

Huang, Z., and A.F. Cárdenas. "Extracting Hot Events from New Feeds, Visualization and Insights." 2009 Distributed Multimedia Systems Conference, San Francisco, California, September 10-12, 2009.

Mario GERLA, Professor, Engineering; Vice Chair, Department of Computer Science
Ph.D. University of California, Los Angeles

APPOINTED: 1977

RESEARCH: Latin American computer networks; analysis, design, and control of computer networks and systems

OVERSEAS EXPERIENCE: Brazil, Mexico, Columbia

LANGUAGES: Spanish 3, Portuguese 3, Italian 5, French 5, German 2

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Special Studies: Latin American Topics; Directed Individual Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 32

DISTINCTIONS: OKAWA Foundation, 1995

SELECTED PUBLICATIONS AND PRESENTATIONS:

Lu, You, Biao Zhou, Ian Ku, and Mario Gerla. "Connectivity Improvement for Inter-Domain Routing in MANETs." MILCOM 2010, San Jose, California, November, 2010.

Lu, You, Kuan-Hao Su, Jui-Ting Weng, and Mario Gerla. "Mobile Social Network Based Trust Authentication." Med-Hoc-Net 2012, Ayia Napa, Cyprus, June, 2012.

Zhao, Pengkai, You Lu, Babak Daneshrad, and Mario Gerla. "Cooperative Spatial Scheduling in Distributed MIMO MAC with Interference/Concurrency Awareness." MILCOM 2012, Orlando, FL, October, 2012.

Daniel E. PRADEL, Adjunct Associate Professor, Civil and Environmental Engineering
Ph.D. University of Tokyo

APPOINTED: 1996

RESEARCH: Geotechnical engineering; slope stability; constitutive modeling; design of concrete and earth dams in Europe, Asia, and Latin America

OVERSEAS EXPERIENCE: Japan, Mexico

LANGUAGES: Japanese 5, Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 30%

LAS COURSES: Special Studies: Latin American Topics; Directed Individual Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 1

DISTINCTIONS American Society of Civil Engineers (ASCE) University Program Evaluator for the Accreditation Board of Engineering and Technology (ABET); Editorial Board Member, *ASCE Journal of Geotechnical and Geoenvironmental Engineering*, 2007-present; Member of the Deep Foundation Institute (DFI) Testing and Evaluation Committee, 2005-present

SELECTED PUBLICATIONS:

Pradel, D. E., P. M. Smith, J. P. Stewart, and G. Raad. "Case History of Landslide Movement during the Northridge Earthquake." *Journal of Geotechnical and Geoenvironmental Engineering*, ASCE 131, no. 11 (2005): 1360-9.

"Procedure to Evaluate Earthquake-Induced Settlements in Dry Sandy Soils." *Journal of Geotechnical and Geoenvironmental Engineering*, ASCE 124, no. 4 (1997): 364-8 and 124, no. 10 (1997): 1048.

Pradel D. and G. Raad. "Influence of Permeability on Surficial Stability of Homogeneous Slopes." *Journal of Geotechnical and Geoenvironmental Engineering*, ASCE 119, no. 2 (1993): 315-32.

Paulo TABUADA, Professor and Vice-Chair of Graduate Affairs, School of Engineering

Ph.D. Electrical and Computer Engineering, Institute for Systems and Robotics, Instituto Superior Tecnico, Lisbon, 2002

APPOINTED: 2007

RESEARCH: Cyber-physical systems (modeling, analysis, design, and security); systems and control theory; applications to power and automotive systems (control software verification and synthesis)

LATIN AMERICAN REGION INTEREST: Brazil

OVERSEAS EXPERIENCE: Portugal, Brazil

LANGUAGES: Portuguese

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS:

DISTINCTIONS: George S. Axelby Award, 2011; Donald P. Eckman Award, 2009; NSF CAREER Award, 2005

SELECTED PUBLICATIONS:

Tabuada, P. *Verification and Control of Hybrid Systems*. Springer, 2009.

Antsaklis, P. J., and P. Tabuada, editors. *Networked Embedded Sensing and Control*. Springer, 2006.

ETHNOMUSICOLOGY: 4

Kenneth BURRELL, Professor, Director of Jazz Studies
Honorary Doctorate, William Paterson College

APPOINTED: 1978

RESEARCH: Jazz performance, improvisation, composition, and history

OVERSEAS EXPERIENCE: N/A

LANGUAGES: N/A

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Ellingtonia: Examining the life and Accomplishments of Duke Ellington; Development of Jazz; Jazz Orchestra

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Jazz Master Fellowship, National Endowment for the Arts, 2005; Jazz Educator of the Year award from *DownBeat* magazine for academic achievement and excellence in jazz education, 2004

SELECTED PUBLICATIONS:

“Lucky So and So, Concord Jazz.” (2001).

“Moon and Sand.” (1999).

“Round Midnight, Fantasy.” (1972).

“Ellington Is Forever, Fantasy.” (1975-1977).

Steven LOZA, Professor, Ethnomusicology; Member, Latin American Institute Advisory Committee
Ph.D. University of California, Los Angeles

APPOINTED: 1984

RESEARCH: Cuba, Mexico, and Chicano/Latino U.S. music

OVERSEAS EXPERIENCE: Cuba, México, Chile, Japan

LANGUAGES: Spanish 5, Portuguese 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 75%

LAS COURSES: Music of Latin America; Chicano Latino Music in the U.S.; Graduate Seminar in Latin American Music; Music and Religion

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 4

DISTINCTIONS: Robert Stevenson Prize for Composer/Ethnomusicologist, Society for Ethnomusicology, 2013; Resident Master Scholar Lectureship: Catedra Jesus Romero, Centro Nacional de Investigacion, Documentacion, e Informacion, Carlos Chavez, Mexico, D.F. (INBA), 2008

SELECTED PUBLICATIONS:

Barrio Rhythm: Mexican American Music in Los Angeles. University of Illinois Press, 1993.

Tito Puente and The Making Of Latin Music. University of Illinois Press, 1999.

Religion as Art: Guadalupe, Orishas, and Sufi. Edited by Steven Loza. University of New Mexico Press, 2009.

Musica Culture of Latin America: Global Effects, Past And Present (Selected Report In Ethnomusicology). Edited by Steven Loza. Volxi, 2003.

Bobby RODRIGUEZ, Adjunct Assistant Professor, Ethnomusicology; Performance Musician
 D.M.A., University of California, Los Angeles; M.A. Music, California State University, Los Angeles
APPOINTED: 2000
RESEARCH: Latin American music, Latin jazz
OVERSEAS EXPERIENCE: N/A
LANGUAGES: Spanish 5
PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%
LAS COURSES: Latin Jazz
THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A
Distinctions: Latin legend and Grammy nominated artist; Board member of Governors of the National Academy of Recording Arts & Sciences, 2009; Board of the California Institute for the Preservation of Jazz, 2009
SELECTED PUBLICATIONS:
Trumpet Talk, 2003.
Latin Jazz Romance, 2002.
Salsa I, 1991.
California Salsa II, 1994.

Anthony SEEGER, Professor of Ethnomusicology; member, Latin American Institute Advisory Committee
 Ph.D. University of Chicago
APPOINTED: 2000
RESEARCH: Amerindian music of Latin America; Anglo-American folk music; music of protest and struggle in the U.S.; archives; the recording industry; music and ethnicity; music and politics; music education
OVERSEAS EXPERIENCE: Brazil
LANGUAGES: Portuguese 5, Spanish 3, French 2, Suya 3
PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%
LAS COURSES: Music of South America; Music of South American Indians
THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 17
DISTINCTIONS: N/A
SELECTED PUBLICATIONS:
Why Suya Sing: A Musical Anthropology of an Amazonian People. University of Illinois Press, 2004.
Archives for the Future: Global Perspectives on Audiovisual Archives in the 21st Century. With Shubba Chaudhuri. Calcutta: Seagull Press, 2004.
 “The Selective Protection of Musical Ideas: The ‘Creators’ and the Dispossessed.” In *Property in Question: Value Transformation in the Global Economy*, edited by Katherine Verdery and Caroline Humphrey, 69-84. Wenner-Gren International Symposium Series. Oxford, New York: Berg, 2004.

FILM AND TELEVISION: 3

María Elena DE LAS CARRERAS, Visiting Assistant Professor, Film, Television and Digital Media
Ph.D. University of California, Los Angeles

APPOINTED: 1998

RESEARCH: Latin American/Hispanic cinema; international cinema; documentary

OVERSEAS EXPERIENCE: Argentina

LANGUAGES: English, Spanish, French

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: History Of Asian, African And Latin American Cinema

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Fulbright fellowship for master's degree, 1987-1989; Delta Kappa Gamma fellowship, 1987; Otis Ferguson award for critical writing, Department of Film and Television, UCLA, 1988; Woman of the Year award, Department of Film and Television, UCLA, 1996; Chancellor's Dissertation fellowship, UCLA, 1991-1992; Latin American Center, UCLA, research fellowship, 1991; Phi Beta Kappa fellowship, 1992

SELECTED PUBLICATIONS:

"Margarita Ruales, historia de vida y vivencia." *Revista De Investigaciones Folclóricas* 16 (2001).

"El control de cine en la Argentina: 1968-1984." And "El control del cine en la Argentina: 1984-1991." *Foro Político, Revista Del Instituto De Ciencias Politicas* 19 (1997).

"Do the Oscars Matter?" *Room for Debate Online Series. New York Times*, 2010.

"Buñuel in the 21st Century." Spain: Instituto Fernando El Católico, 2004.

"The Catholic Vision in Hollywood." *Film History* 14, no. 2 (2002).

Chon A. NORIEGA, Professor, Critical Studies; Professor, Film Television and Digital Media; Director, Chicano Studies Research Center

Ph.D. Stanford University

APPOINTED: 1992

RESEARCH: Latin American film; ethnic film

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Film and Other Arts; Non-Western Films: Films of Mexico; Special Studies in Film; Directed Individual Research: Latin America Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Getty Postdoctoral Fellowship in the History of Art; Rockefeller Foundation Film/Video/Multimedia Fellowship; Ann C. Rosenfield Distinguished Community Partnership Prize

SELECTED PUBLICATIONS:

Shot in America: Television, the State, and the Rise of Chicano Cinema. University of Minnesota Press, 2000.

Noriega, Chon A., ed. *Visible Nations: Latin American Cinema and Video.* University of Minnesota Press, 2000.

Grimm, Tracy B., and Chon A. Noriega. "Documenting Regional Latino Arts and Culture: Case Studies for a Collaborative, Community-Oriented Approach." *American Archivist* 76, no. 1 (2013): 95-112.

Fabián WAGMISTER, Associate Professor, Theater, Film and Digital Media
M.F.A. University of California, Los Angeles

APPOINTED: 1991

RESEARCH: Filmmaker and digital media artist; development of theoretical and practical frameworks bridging performance, installation, and media art through digital technology

OVERSEAS EXPERIENCE: Argentina, Costa Rica, Cuba

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 60%

LAS COURSES: Directed Individual Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

SELECTED PRODUCTIONS:

Wagmister, Fabian, et al. "Advanced Technology for Cinematography."
<http://hypermedia.ucla.edu/projects/atc.php> (2002).

Wagmister, Fabian, and Jeff Burke. "Networked Multi-Sensory Experiences: Beyond Browsers on the Web and in the Museum." (2002).

Marianantoni, Alessandro, et al. "Sensor Networks for Media Production." Proceedings of the 2nd International Conference on Embedded Networked Sensor Systems. ACM, 2004.

"Modular Visions: Referents, Context and Strategies for Database Open Media Works." *AI & Society* 14, no. 2 (2000): 230-42.

DEPARTMENT OF GEOGRAPHY: 4

Stephen A. BELL, Associate Professor, Geography; Member Latin American Institute Advisory Committee
Ph.D. University of Toronto, Canada

APPOINTED: 1999

RESEARCH: Historical geography of South America, especially of Brazil, during the national period; environmental history; discovery and exploration

LATIN AMERICAN REGIONAL INTERESTS: Argentina, Brazil, Paraguay, Uruguay

OVERSEAS EXPERIENCE: Argentina, Brazil, Canada, Czech Republic, France, Germany, Mexico, Spain, United Kingdom, Uruguay

LANGUAGES: Spanish, Portuguese, French, German

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 80%

LAS COURSES: Geography of Brazil; Geography of Spanish South America

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 5

DISTINCTIONS: Corresponding Fellow, Rachel Carson Center for Environment and History, Ludwig-Maximilians Universität (LMU) and Deutsches Museum, Munich, Germany, 2011- ; Warren Dean Memorial Prize of the Conference on Latin American History, 1999; Social Sciences and Humanities Research Council of Canada Postdoctoral Research Fellowship, McGill University, 1995-97

SELECTED PUBLICATIONS:

A Life in Shadow: Aimé Bonpland in Southern South America, 1817-1858. Stanford, CA: Stanford University Press, 2010.

Campanha Gaúcha: A Brazilian Ranching System, 1850-1920. Stanford, CA: Stanford University Press, 1998.

Judith A. CARNEY, Professor, Geography
Ph.D. University of California, Berkeley

APPOINTED: 1988

RESEARCH CONCENTRATION: Culture and environment; African diaspora

LATIN AMERICAN REGION INTEREST: Brazil, Mexico

OVERSEAS EXPERIENCE: Brazil, Mexico, Senegambia

LANGUAGES: Portuguese, Spanish, French

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Geography 132, Geography 114

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 1

DISTINCTIONS: Frederick Douglass Book Prize for *In the Shadow of Slavery: Africa's Botanical Legacy in the Atlantic World* (University of California Press, 2009); Distinguished Scholarship Honors, in recognition of lifetime scholarship and contributions to geography, Association of American Geographers, 2012; Carl O. Sauer Distinguished Scholarship Award, for important published work and significant contributions to Latin American geography, The Robert McC. Netting Award, in recognition of distinguished research and professional activities that bridge geography and anthropology, Association of American Geographers, 2012

SELECTED PUBLICATIONS:

Carney, J., and Richard N. Rosomoff. *In the Shadow of Slavery: Africa's Botanical Legacy in the Atlantic World*. Berkeley: University of California Press, 2011.

Moseley, W., J. Carney, and L. Becker. "Neoliberal Policy Reform, Food Production, and Household Livelihood Security in West Africa: A Comparative Study of the Gambia, Côte d'Ivoire, and Mali." *Proceedings of the National Academy of Sciences (PNAS)* 107, no. 13 (2010): 5774-79.

"Seeds of Memory: Botanical Legacies of the African Diaspora." In *African Ethnobotany in the Americas*, edited by Robert Voeks and John Rashford, 13-33. New York: Springer, 2013.

Carney, J., T. Gillespie, and R. Rosomoff. "The Changing Pattern of Mangrove Forest Coverage in Senegambia: 1986-2010." *Geoforum*, 53 (2014): 126-35.

Tom GILLESPIE, Associate Professor, Geography
Ph.D. University of California, Los Angeles

APPOINTED: 2001

RESEARCH: Tropical Dry forest; biogeography; remote sensing

OVERSEAS EXPERIENCE: Nicaragua, Cuba, Costa Rica, Fiji, Indonesia, New Caledonia

LANGUAGES: Spanish 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Advanced Biogeography: Plants

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 4

DISTINCTIONS: Nominee for the 2009 Award: Innovation in Teaching with Technology

SELECTED PUBLICATIONS:

"Towards Quantifying Tree Species Richness in Tropical Forests." With S. Saatchi, S. Pau, S. Bohlman, A. P. Giorgi, and S. Lewis. *International Journal of Remote Sensing* (2008).

"Measuring and Modeling Biodiversity from Space." With G. M. Foody, D. Rocchini, A. P. Giorgi, and S. Saatchi. *Progress in Physical Geography* 32 (2008): 203-21.

"Non-Native Plant Invasion of the Hawaiian Islands." With J. Chu, and S. Pau. *Geography Compass* 30 (2008): 1-25.

Hartmut S. WALTER, Professor, Geography
Ph.D. University of Bonn, West Germany

APPOINTED: 1972

RESEARCH: Conservation science; biogeography; ornithology; environmental studies

OVERSEAS EXPERIENCE: Mexico (Baja California, Cozumel Island, Revillagigedo Islands), Nicaragua, Costa Rica, Ecuador (Galapagos Islands), Argentina

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 30%

LANGUAGES: German 5, French 5, Spanish 4

LAS COURSES: Special Studies: Latin American Topics; Directed Individual Research: Latin America; Biogeography of Mexico

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 5

DISTINCTIONS: Wildlife Publication Award, The Wildlife Society, 1982

SELECTED PUBLICATIONS:

“Population Decline of the Island Loggerhead Shrike (*Lanius ludovicianus anthonyi*) in the California Channel Islands.” With J. J. Hicks. *Wilson Journal of Ornithology* 121 (2009): 184-7.

“Biogeography, Diversity, and Conservation of the Juan Fernandez Islands, Chile.” With I. Hahn, U. Romer, and P. Vergara. *Vertebrate Zoology* 59 (2009): 102-14.

“Feral Sheep on Socorro Island: Facilitators of Alien Plant Colonization and Ecosystem Decay.” With G. A. Levin. *Diversity and Distributions* 14 (2008): 422-31.

HISTORY: 9

Robin Lauren H. DERBY, Associate Professor, History
Ph.D. University of Chicago

APPOINTED: 2002

RESEARCH: Memory; violence; rumor; popular understandings of nature

OVERSEAS EXPERIENCE: Dominican Republic, Cuba, Puerto Rico, Haiti

LANGUAGES: Spanish, French, Haitian Creole, Portuguese

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Modern Latin American History; Contemporary Latin American Culture; Animals in the Atlantic World; Latin American Environmental History; Debates in Caribbean Historiography; Studies in Black Atlantic History; Cultural History of Food; The Cuban Revolution; Oral History

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 8

DISTINCTIONS: Winner of the 2010-2011 Bolton-Johnson Prize from the Council on Latin American History, American Historical Association, for *Dictator's Seduction: Politics and the Popular Imagination in the Era of Trujillo* (Duke UP, 2009); Co-winner of the Gordon K. and Sybil Lewis Award from the Caribbean Studies Association; Honorable mention, Bryce Wood Book Award from the Latin American Studies Association; Frederick Burkhardt Award, American Council of Learned Societies for “unusually ambitious projects”, for project entitled “*Boca del Chivo: Demonic Animals and the Poetics of Trauma on Hispaniola*,” 2010-2011; Former fellow at the Huntington Library in San Marino, CA.

SELECTED PUBLICATIONS:

The Dictator's Seduction: Politics and the Popular Imagination in the Era of Trujillo. Durham: Duke University Press, 2009.

Activating the Past: History and Memory in the Black Atlantic World. Co-edited with Andrew Apter, Newcastle Upon Tyne: Cambridge Scholars, 2010.

The Dominican Republic Reader. Co-edited with Eric Roorda and Raymundo González. Durham: Duke University Press, 2014.

Juan GOMEZ-QUINONES, Professor, History
Ph.D. University of California, Los Angeles

APPOINTED: 1969

RESEARCH: Politics; labor; intellectual and cultural history

OVERSEAS EXPERIENCE: Mexico, Cuba

LANGUAGES: Spanish 5, Portuguese 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 40%

LAS COURSES: History of Chicano People; Chicano/Mexican Relations; African/Mexican Historical and Cultural Relations; Immigration, the Border and U.S.–Mexican Relations; Political, Labor, and Cultural History

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 6

DISTINCTIONS: Scholar of the Year Award from the National Association of Chicano Studies at Albuquerque, New Mexico, 2003; Ann C. Rosenfield Distinguished Community Partnership Prize

SELECTED PUBLICATIONS:

Roots of Chicano Politics, 1600–1940. Albuquerque: University of New Mexico Press, 1994.

Mexican American Labor, 1790–1990. Albuquerque: University of New Mexico Press, 1994.

Mexican Nationalist Formation: Political Discourse, Policy and Dissidence. Encino: Floricanto Press, 1992.

Robert B. HILL, Professor, History
M.Sc. University of the West Indies

APPOINTED: 1978

RESEARCH: African Diaspora, Caribbean History

OVERSEAS EXPERIENCE: Dominican Republic, Cuba, Panama, Nicaragua, Jamaica, Honduras, Belize, Venezuela, Colombia, Suriname

LANGUAGES: Spanish 4, French 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: African American Nationalism in First Half of the 20th Century; Advanced Historiography: Afro-American

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 3

DISTINCTIONS: N/A

SELECTED PUBLICATIONS:

The Marcus Garvey and UNIA Papers, Volume IX, Africa for the Africans, 1921-1922. Editor in chief.
Berkeley: University of California Press, 1995.

The FBI's RACON: Racial Conditions in the United States during World War I. Compiler and editor. Ithaca, NY: Northeastern University Press, 1995.

George S. Schuyler's Ethiopian Stories. Compiler and editor. Ithaca, N.Y.: Northeastern University Press, 1994.

Ludwig LAUERHASS, Librarian Emeritus, History Department

Ph.D. University of California, Los Angeles, 1972; MLS UCLA 1976

APPOINTED: 1968

RESEARCH: Latin American bibliography; nationalism; national identity

LATIN AMERICAN REGION INTEREST: Brazil

OVERSEAS EXPERIENCE: Brazil, Mexico, Argentina

LANGUAGES: Portuguese (4), Spanish (3), French (2)

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Elected Corresponding Member of Instituto Histórico e Geográfico Brasileiro, 1997; awarded Order of Rio Branco by Brazilian Government, 2005; Director of Latin American Center, 1979-84; Founding Chair of UCLA Program on Brazil Program, 1989

SELECTED PUBLICATIONS:

Brazil in the Making: Facets of National Identity. With Carmen Nava, eds. Boulder, CO: Rowman and Littlefield, 2006.

"History of Brazil: Bibliography." In *Latin America and the Caribbean: A Critical Guide to Research Sources*, edited by Paula Covington. Westport, CT: Greenwood Press, 1992.

Getúlio Vargas e o triunfo de nacionalismo brasileiro. Belo Horizonte, São Paulo: University of São Paulo, 1986.

"You Must Go Home Again: Gilberto Freyre and the Brazilian Past." In *Gilberto Freyre, Order and Progress*. Berkeley: UC Press, 1986.

Education in Latin America: A Bibliography. With Vera Haughes. Los Angeles: UCLA Latin American Center and G.K. Hall Co., 1980.

Library Resources on Latin America: Research Guide and Bibliographic Introduction. Los Angeles: UCLA Latin American Center and University library, 1978.

Kelly LYTLE-HERNANDEZ, Assistant Professor, History

Ph.D. University of California, Los Angeles

APPOINTED: 2005

RESEARCH: Immigration control and imprisonment in the U.S.-Mexico borderlands

LATIN AMERICAN REGION INTEREST: 20th century Mexico

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish, English

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: History of California; Mexican Immigration to the United States; Immigrants and Immigration in Modern America, 1875 to Present; Histories and Historiographies of Modern America; History of Incarceration in Los Angeles

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Clements Prize for *Migra!*, 2010

SELECTED PUBLICATIONS:

"Amnesty or Abolition?: Felons, Illegals, and the Case for a New Abolition Movement. *Boom: A Journal of California* Winter (2011).

Migra! A History of the U.S. Border Patrol. University of California Press, 2010.

"The Crimes and Consequences of Illegal Immigration." *Western Historical Quarterly* (2006).

William R. SUMMERHILL, Professor, History; Vice Chair Academic Personnel; Member Latin American Institute Advisory Committee

Ph.D. Stanford University

APPOINTED: 1994

RESEARCH: Colonial and modern Brazil; economic history of Latin America

OVERSEAS EXPERIENCE: Brazil, United Kingdom

LANGUAGES: Portuguese 4, Spanish 3

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Special Studies in Latin American History; Directed Individual Research: Latin American Topics; Historical Practice: Latin America; Modern Brazil; Latin American History: 19th and 20th Centuries

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 3

DISTINCTIONS: Alexander Gerschenkron Prize, Economic History Association, 1995

SELECTED PUBLICATIONS:

Inglorious Revolution: Political Institutions, Sovereign Debt, and Financial Underdevelopment in Imperial Brazil. Yale University Press. Forthcoming.

"Fiscal Bargains, Political Institutions, and Economic Performance." *Hispanic American Historical Review*, 88, no. 2 (2008): 219-33.

"Infrastructure." In *The Cambridge Economic History of Latin America, Vol. II, The Long Twentieth Century*, edited by Victor Bulmer-Thomas, John H. Coatsworth, and Roberto Cortes Conde. Cambridge University Press, 2006.

Kevin TERRACIANO, Professor, History; Director, Latin American Institute; Co-Chair, LAS-IDP
Ph.D. University of California, Los Angeles

APPOINTED: 1995

RESEARCH: Colonial Latin America

LATIN AMERICAN REGION INTEREST: Mexico, Mesoamerica

OVERSEAS EXPERIENCE: Mexico, Spain

LANGUAGES : Spanish (4), Nahuatl (3), Mixtec (2), Zapotec (1)

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Introduction to Colonial Latin America; Indigenous Peoples of Mexico; Undergraduate and Graduate Seminars; Introductory and Advanced Classical Nahuatl; Latin American Studies: Core MA Seminar; Latin American Studies: Introduction to Nahuatl Language and Literacy; History and Linguistics: Zapotec Texts and Languages (With Pamela Munro, Linguistics)

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 8 dissertations (as director or co-director), 4 theses.

DISTINCTIONS: UCLA Faculty Gold Shield Award for Academic Excellence, 2012; Tufts Prize from the American Society of Hispanic Art Historical Studies (College Art Association) for best book on Iberian and Latin American Art History (contributing author to edited book), 2012; National Endowment for Humanities, 2011-2012; President of the American Society for Ethnohistory, 2011-2012; UCLA Excellence in Graduate Mentoring Award, 2010; UCLA Academic Advancement Program Faculty Recognition Award, 2007; County of Los Angeles Housing Authority and LA County Community Development Foundation Community Partners Award, 2005; Cline Prize from the Conference on Latin American History (American Historical Association) for best book on history of Indians in Latin America, 2004; Heizer Prize from the American Society for Ethnohistory for best research article (co-authored with Lisa Sousa) in field of ethnohistory, 2004; Bolton-Johnson Prize, Honorable Mention, from the Conference on Latin American History (American Historical Association) for best book in field of Latin American history, 2003; Amnesty International USA at UCLA Outstanding Faculty Advisor Award, 2003; Wheeler-Voegelin Award from American Society for Ethnohistory for best book in field of ethnohistory, 2002; Robertson Prize, Honorable Mention, from the Conference on Latin American History for best research article in the field of Latin American history, 2001; UCLA Distinguished Teaching Award, 2001; UCLA Eby Award for the Art of Teaching, 2001; Heizer Prize from American Society for Ethnohistory for best research article in field of ethnohistory, 1999; National Endowment for the Humanities Fellowship, 1999-2000

SELECTED PUBLICATIONS:

“Narrativas de Tlatelolco sobre la Conquista de México.” *Estudios de Cultura Nahuatl*, 47 (2014).

Los mixtecos de la Oaxaca colonial: La historia ñudzahui del siglo xvi al xviii. Mexico: Fondo de Cultura Económica, 2013.

“History: Ethnohistory: Mesoamerica.” Co-edited with Lisa Sousa. *Handbook of Latin American Studies*, vol. 68. Austin: University of Texas Press, 2013.

“Memorias contrapuestas de la conquista de México.” In *Miradas comparadas en los virreinos de América*, edited by Ilona Katzew. Mexico: Instituto Nacional de Antropología e Historia; CONACULTA; Los Angeles County Museum of Art, 2012.

“Competing Memories of the Conquest of Mexico.” In *Contested Visions in the Spanish Colonial World*, edited by Ilona Katzew. New Haven: Yale University Press, 2011.

“Voices from the Other Side: Native Views from New Spain, Peru, and North America.” In *The Atlantic World c.1450-c.1850*, edited by Philip Morgan and Nicholas Canny. London: Oxford University Press, 2011.

“History: Ethnohistory: Mesoamerica.” Co-edited with Lisa Sousa. *Handbook of Latin American Studies*, vol. 66. Austin: University of Texas Press, 2011.

“A Historiography of New Spain.” Co-authored with Lisa Sousa. In *The Historiography of Latin America*, edited by Jose Moya. New York: Oxford University Press, 2010.

“Three Texts in One: Book XII of the Florentine Codex.” *Ethnohistory* 57, no. 1 (2010).

“La genealogía de la memoria social indígena: Las construcciones estratégicas del pasado en los títulos primordiales del Valle de Oaxaca.” Co-authored with Lisa Sousa. In *Caras y máscaras del México étnico: La participación indígena en las formaciones del estado mexicano*, vol. I., edited by Andrew Roth Seneff. El Colegio de Michoacán, 2010.

Maria Eugenia VAZQUEZ-SEMADENI, Professor, History

APPOINTED: 2011

RESEARCH: Mexican and Latin American political culture, political languages, and conceptual history; history of freemasonry in Mexico and Latin America

LATIN AMERICAN REGION INTEREST: Mexico

OVERSEAS EXPERIENCE: Spain, Cuba, Nicaragua, Mexico, United States, France, Scotland, Costa Rica, Brazil, Argentina

LANGUAGES : Spanish (native speaker), English (fluent speaking, reading and writing), Italian (proficient speaking, reading and writing), Portuguese (reading knowledge), French (reading knowledge).

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Capstone Seminar: Latin America; Topics in Latin American History; Capstone Seminar: U.S.-Mexico; Mexico in 19th Century: Political & Social History; Freemasonry & Civil Society in 19th Century Latin America; Republicanism in the Americas; Mexico in 19th Century: Political & Social History; 19th Century Freemasonry in the U.S. and Mexico; Dissolution of the Spanish Monarchy & Formation of Latin American Nation-State

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 4

DISTINCTIONS: Tinker Visiting Professorship, Stanford University, 2014

SELECTED PUBLICATIONS:

La formación de una cultura política republicana: El debate público sobre la masonería, México 1821-1830. México, IIH-UNAM/Colmich, 2010.

200 emprendedores mexicanos: La construcción de una nación, 2 tomos. Editor. México, Lid Editorial, 2010.

REHMLAC. Revista de Estudios Históricos de la Masonería Latinoamericana y Caribeña. Editor. 1 (2013).

"El triángulo masónico en el Golfo de México y el Caribe, 1815-1820." With Kyle Jackson. In *Actas del XIII Symposium Internacional de Historia de la Masonería Española*. 2014.

James W. WILKIE, Professor, History

Ph.D. University of California, Berkeley

APPOINTED: 1968

RESEARCH: Latin America and globalization since 1900; quantitative Latin American studies; elitelore

OVERSEAS EXPERIENCE: All Latin American countries

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Latin American Elitelore; 20th Century Latin America; History of Latin American International Relations; Latin American Cultural History; Classic Travel Accounts of Latin America; The U.S.-Mexican Border: Conflict and Interdependence; Mexican Revolution Since 1910; Special Studies in Latin American History; Directed Individual Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 11

DISTINCTIONS: Community Partners Award, County of Los Angeles Housing Authority and LA County Community Member, 2005; U.S.-Mexico Fulbright Commission, 2005–2007; Honorary Professor of Economic History, UABC, Tijuana, 2008; Member, Advisory Council on Higher Education, State of Puebla, Mexico, 2011

SELECTED PUBLICATIONS

"A Proportional Approach to Measuring the United States-Latin America GDP 'Gap' since 1940." With Michael Ray. In *Statistical Abstract of Latin America*, vol. 37. Los Angeles: UCLA Latin American Center Publications, 2001.

"México y las Américas: Memorias de la VIII Conferencia ANUIES – PROFMEX." Edited with Carlos Pallan Figueroa. Mexico: *ANUIES/PROFMEX*, Universidad de Guadalajara, 1996.

La estadística económica en México: Los orígenes I. Edited with Sergio de la Peña. México, D.F.: Siglo Veintiuno Editores, 1994.

LABOR CENTER: 2

Gaspar RIVERA SALGADO, Project Director at UCLA Center for Labor Research and Education; Advisor for Binational Center for Oaxacan Indigenous Development

Ph.D. University of California, Santa Cruz 1999

APPOINTED: 2006

RESEARCH: International migration; work, labor, and social justice in the US; race and ethnic relations; social movements; indigenous peoples in the Americas

LATIN AMERICAN REGION INTEREST: Mexico, Central America

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish (5)

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Selected LBR&WS 188: Social Movements and Labor in LA; LBR&WS 19: Immigration Debate through Film; Chicano 191: Applied Research Methods in LA Labor Community; LBR&WS M127: Farmworker Movements, Social Justice, and United Farm Workers Legacy

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 4

DISTINCTIONS: 1999 - Postdoctoral R (Oct 3-Aug 5th) The Rockefeller Foundation "The New Philanthropy: Immigrant Collective Remittances," in collaboration with Los Angeles Immigrant Funders Collaborative Fund; (Feb-Aug. 3) Los Angeles Immigrant Funders' Collaborative Fund "Latino Hometown Associations Capacity Building Program"

SELECTED PUBLICATIONS:

Fox, Jonathan, and Gaspar Rivera-Salgado, eds. *Indigenous Mexican Migrants in the United States*. La Jolla, CA: Center for US-Mexican Studies, UCSD/Center for Comparative Immigration Studies, UCSD, 2004.

Telles, Edward, Mark Sawyer, and Gaspar Rivera-Salgado, eds. *Just Neighbors?: Research on African American and Latino Relations in the United States*. Russell Sage Foundation, 2011.

Janna SHADDUCK-HERNANDEZ, Lecturer, World Arts and Cultures; Project Director UCLA Center for Labor Research and Education

Ph.D. University of Massachusetts, Amherst

APPOINTED: 2006

RESEARCH: Intersections between labor, immigration, student and community activism and the arts

OVERSEAS EXPERIENCE: Mexico, Vietnam

LANGUAGES: Spanish 5, German 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Arts in Community; Labor, Social Justice and the Arts; Immigration and the Visual Arts; Taking Action: Art and Community Change; Field Research Methods in Labor and Workplace Studies; Immigration, Labor and Higher Education

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

SELECTED PUBLICATIONS:

Underground Undergrads: UCLA Undocumented Students Speak Out. UC Printing: UCLA Labor Center, 2008.

Shadduck-Hernandez, Janna, and Kent Wong. "Immigrant Workers in the New American Labor Movement." In *New Directions in the Study of Work and Employment: Revitalizing Industrial Relations as an Academic Enterprise*, edited by Charles Whalen. Northampton, MA: Edward Elgar Publishing Ltd., 2008.

Shadduck-Hernandez, Janna, Kent Wong, and Victor Narro. "Immigrants Rising 2006." *New Labor Forum* (2006).

LAW: 2

Patrick DEL DUCA, Adjunct Professor/Lecturer, School of Law

J.D. Harvard, 1983; Ph.D. European University Institute, Florence, Italy, 1985; Laurea di giurisprudenza, Università di Bologna, Italy, 1987

APPOINTED: 1990

RESEARCH: Secured lending across borders; Mexico's expropriation law; Italy's constitutional law relative to the emergence of its regions; Italy's electric and telecommunication regulatory frameworks and the relationship of its law with that of the European Union; the Vienna Convention on the International Sale of Goods; environmental law

LATIN AMERICAN REGION INTEREST: Mexico, Argentina, and Brazil

OVERSEAS EXPERIENCE: Mexico, France, Italy, Asia

LANGUAGES: French, Italian, Spanish, Portuguese

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 30%

LAS COURSES: Latin American Infrastructure Development Transactions

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Selectee, 2010 Edition of The Best Lawyers in America®, in International Trade and Finance Law; Co-Chair, ABA Section of International Law, Mexico Committee

SELECTED PUBLICATIONS:

"Governo e forme di finanziamento delle aree metropolitane negli Stati Uniti: Una guida per la navigazione." In *Città a confronto: Le istituzioni metropolitane nei paesi occidentali*, edited by Giuseppe Franco Ferrari and Piercino Galeone. Società editrice il Mulino, Collana dell'Associazione Nazionale Comuni Italiani, 2011.

"The Rule of Law and the Contributions of Lawyers to Deepening Latin American Financial Markets." *Southwestern Journal of International Law* 18 (2011): 125-36.

"Introduction to the IALS Conference on Comparative Constitutional Law." With L. Del Duca and G. Gentili. *Penn State International Law Review* 28 (2010): 293.

Maximo LANGER, Professor, School of Law; Director, Center for Argentina, Chile and the Southern Cone
LL.B. University of Buenos Aires Law School, Argentina, 1995; LL.M. Harvard Law School, 1999; S.J.D. Harvard Law School, 2006

APPOINTED: 2004

RESEARCH: Comparative international law; international criminal law and procedure

LATIN AMERICAN REGION INTEREST: Argentina, Brazil, Colombia, Ecuador, Guatemala, Mexico, Uruguay

LANGUAGES: Spanish, English, French, Portuguese, German, Italian

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Latin American Legal Institutions; Global Perspective on Criminal Procedure; International Criminal Law

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 2

DISTINCTIONS: Deak Prize, American Society of International Law; Fifth Annual Comparative Law Works in Progress Workshop, selection, 2010; Margaret Popkin Award, Latin American Studies Association (LASA) for Best Paper on Law, LASA International Congress, 2007

SELECTED PUBLICATIONS:

"The Long Shadow of the Adversarial and Inquisitorial Categories." In *Handbook on Criminal Law*, Edited by Markus D. Dubber and Tatjana Höernle. Oxford University Press, 2014. Forthcoming.

"The Archipelago and the Hub: Universal Jurisdiction and the International Criminal Court." In *The First Global Prosecutor: Constraints and Promise*. Edited by Martha Minow. Cora True-Frost, and Alex Whiting. University of Michigan Press, 2014. Forthcoming.

"Universal Jurisdiction as Janus-Faced: The Dual Nature of the German International Criminal Code." *Journal of International Criminal Justice* 11 (2013): 737-62.

"The Diplomacy of Universal Jurisdiction: The Political Branches and the Transnational Prosecution of International Crimes." *American Journal of International Law* 1 (2011).

LINGUISTICS AND APPLIED LINGUISTICS: 1

Pamela MUNRO, Professor, Linguistics; Member, Latin American Institute Faculty Advisory Committee
Ph.D. University of California, San Diego

APPOINTED: 1974

RESEARCH: Indigenous languages of the Americas; dictionaries, grammars, history; endangered languages; language revitalization and documentation; Wolof language of Senegal; slang

LATIN AMERICAN REGION INTEREST: Mexico, Belize, Guatemala, Ecuador (languages: Zapotec, comparative); Uto-Aztecan (Nahuatl, comparative); Garifuna; Mayan (Q'anjob'al, K'iche'); Quichua

OVERSEAS EXPERIENCE: Mexico, Belize

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: American Indigenous Linguistics; Advanced American Indigenous Linguistics; Linguistic Field Methods — on Q'anjob'al, Quichua, and K'iche'

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 2

DISTINCTIONS: Linguistic Society of America Leonard Bloomfield Award, 2010; Past President, Society for the Study of Indigenous Languages of the Americas

SELECTED RECENT PUBLICATIONS:

"On the Avoidance of Abstract Nominalizations." *Italian Journal of Linguistics/Rivista di Linguistica* 23, no. 1 (2011): 21-38.

"Evidence about Proto-Zapotec from a Colonial Document." *Tradition and Innovation in Mesoamerican Cultural History* (2011): 39-53.

MANAGEMENT: 4

Sebastian EDWARDS, Henry Ford II Professor, International Business Economics, Anderson School of Management and Department of Economics; Member, Latin American Institute Faculty Advisory Committee
Ph.D. University of Chicago

APPOINTED: 1981

RESEARCH: Mercosur; monetary policy; capital markets; consumer price index; currency crises; devaluation; emerging markets; employment; exchange rates; inequality; inflation; Latin America; Mexico; NAFTA; poverty

OVERSEAS EXPERIENCE: Argentina, Brazil, Bolivia, Chile, Colombia, Costa Rica, Egypt, Guatemala, Honduras, Indonesia, Korea, Mexico, Morocco, New Zealand, Nicaragua, Tanzania, Venezuela

LANGUAGES: Spanish, Portuguese

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 75%

LAS COURSES: International Financial Markets; Topics in International and Comparative Management; Individual Directed Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 9

DISTINCTIONS: Carlos Diaz Alejandro Prize for lifelong scholarly contributions to the study of Latin America, 2012; Inaugural Lecture, Universidad de Chile Faculty of Engineering, 2008; Corden Lecture, Australian National University, 2007

SELECTED PUBLICATIONS:

"Adjustment Patterns to Commodity Terms of Trade Shocks." *Journal of International Money and Finance* (2012).

"The Federal Reserve, Emerging Markets and Capital Controls." *Journal of Money, Credit and Banking* (2012).

"Exchange-Rate Policies in Emerging Countries: Eleven Empirical Regularities from Latin America and East Asia." *Open Economies Review*. 22, no. 4 (2011): 533-63.

Edward LEAMER, Professor, Business Economics; Chauncey J. Medberry Chair in Management, Anderson Graduate School of Management

Ph.D. University of Michigan

APPOINTED: 1975

RESEARCH: International economics; econometric methodology; economics of globalization; United States business cycle; economic geography; globalization and the United States economy; free trade and inequality in Latin America

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 35%

LAS COURSES: Individual Directed Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 9

DISTINCTIONS: Citibank Teaching Award, 2001; EMBA Teaching Award, 2002; Graham Lecture, Princeton University, 1994; Christie Lecture, Millersville University, 1998

SELECTED PUBLICATIONS:

Haskel, J. et al. "Globalization and US Wages: Modifying Classic Theory to Explain Recent Facts." *The Journal of Economic Perspectives* 26, no. 2 (2012): 119-39.

"Tantalus on the Road to Asymptopia." *The Journal of Economic Perspectives* (2010): 31-46.

Macroeconomic Patterns and Stories. Berlin: Springer, 2009.

Hans SCHOLLHAMMER, Professor, Management; Member, Latin American Institute Faculty Advisory Committee

M.B.A., D.B.A. Indiana University

APPOINTED: 1967

RESEARCH: Multinational business strategies; international and comparative management; international business economics; intra-organizational conflicts in multinational firms

OVERSEAS EXPERIENCE: France, England, Mexico

LANGUAGES: German 5, French 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Individual Directed Research: Latin American Topics; International Business Management; International Business Law

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

SELECTED PUBLICATIONS:

"Introduction." In *Strategies in Global Industries*. New York: Quorum, 1990.

Kuriloff, Arthur H. and Hans Schollhammer. *Entrepreneurship and Small Business Management*. FL: R.E. Krieger, 1988.

Farmer, Richard N., Robert W. Stevens, and Hans Schollhammer. *Readings in International Business*. Encino, CA: Dickenson Publishing Co., 1972.

Eduardo SCHWARTZ, Professor, Finance; Professor, Real Estate
Ph.D. University of British Columbia

APPOINTED: 1986

RESEARCH: Asset pricing; bond markets; commodities; future markets; natural resources; oil and gas industry; Latin America; derivatives; fixed-income securities; mortgage-backed securities

OVERSEAS EXPERIENCE: Latin America, Europe, Asia

LANGUAGES: Spanish 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 35%

LAS COURSES: Individual Directed Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 1

DISTINCTIONS: Neidorf “Decade” Teaching Award, UCLA Anderson School, 2006; The Edwin Mills Best Paper Award (“Commercial Office Space: Tests of a Real Options Model with Competitive Interactions,” with W. Torous), 2007; Doctor Honoris Causa, Copenhagen Business School, Denmark, 2008; Catedra de Excelencia, Carlos III Madrid University, Spain, 2009

SELECTED PUBLICATIONS:

- Ortobelli, S. et al. “Portfolio Choice Theory with Non-Gaussian Distributed Returns.” In *Handbook of Heavy Tailed Distributions in Finance*, edited by S.T. Rachev, 547-94. Elsevier/North Holland, 2003.
- Rachev, S., E. S. Schwartz, and I. Khindonova. “Stable Modeling of Market and Credit Value at Risk.” In *Handbook of Heavy Tailed Distributions in Finance*, edited by S.T. Rachev, 249-328. Elsevier/North Holland, 2003.
- Rachev, S, Ortobelli, S., and E. S. Schwartz. “The Problem of Optimal Asset Allocation with Stable Distributed Returns.” In *Stochastic Processes and Functional Analysis*, edited by A. C. Krinik and R. J. Swift, 295-347. Marcel Dekker, Inc., 2004,.
- Schwartz, E. S. and A. B. Trolle. “Pricing Expropriation Risk in Natural Resource Contracts – A Real Options Approach.” In *The Natural Resources Trap: Private Investment without Public Commitment*, edited by William Hogan and Federico Sturzenegger, 263-88. MIT Press, 2010.

MEDICINE: 11

Maria Ines BOECHAT, Diagnostic Radiology, Faculty for Center for Brazilian Studies
M.D. Universidade Federal de Minas Gerais

APPOINTED: 1982

RESEARCH: Pediatric imaging topics; women in Medicine

OVERSEAS EXPERIENCE: Brazil

LANGUAGES: Portuguese, Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Listing in Castle Connolly America’s Top Doctors, 2012; Fellow, Executive Leadership in Academic Medicine at Drexel University, 2009

SELECTED PUBLICATIONS:

- Lee, J. C., M. I. BOECHAT, J. Church, M. Belzer, J. Deville, K. Nielsen, S. Weston, C. Kitchen, T. Dunaway, Y. Z. Geng, and P. Krogstad. “Thymic Volume, T-cell Populations, and Parameters of Thymopoiesis in Adolescent and Adult Survivors of HIV Infection Acquired in Infancy.” *AIDS* 20, no. 5 (2006): 667-74.
- “Women in Pediatric Radiology.” *Pediatric Radiology* (April 2010).

Edwin L. COOPER, Professor, Neurobiology; Laboratory Head, Comparative Neuroimmunology/Neurobiology, David Geffen School of Medicine; Member, Latin American Institute Faculty Advisory Committee
Ph.D. in Biology, Brown University.

APPOINTED: 1964

RESEARCH: Cell biology; comparative and developmental immunology; neuroimmunology; collaborative research in Latin America

OVERSEAS EXPERIENCE: Brazil, Mexico, Argentina, Peru

LANGUAGES: Spanish, French, English

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 40%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Distinguished Professor, German Academic Exchange Program, University of Greifswald, Germany, 1998; Alexander von Humboldt Prize, Germany, 1999; Distinguished Lecturer in Science, Santa Monica College, 2002

SELECTED PUBLICATIONS:

- Mackler, Ari M., David Heber, and Edwin L. Cooper. "Pomegranate: Its Health and Biomedical Potential." *Evidence-Based Complementary and Alternative Medicine* eCAM, 2013.
- Gibellini, Lara et al. "Quercetin and Cancer Chemoprevention." *Evidence-Based Complementary and Alternative Medicine* (2011).
- Cooper, Edwin L., and Nicola Overstreet. "Diversity, Evolution, and Therapeutic Applications of Small RNAs in Prokaryotic and Eukaryotic Immune Systems." *Physics of Life Reviews* 11, no. 1 (2014): 113-34.

Judith CURRIER, Professor, Department of Medicine; Professor in Residence, Infectious Diseases
M.D. Dartmouth Medical School.

APPOINTED: 1998

RESEARCH: Clinical research studies focused on improving the treatment of HIV infection

LATIN AMERICAN REGION INTEREST: Brazil

LANGUAGES: English

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Upjohn Achievement Award for Internal Medicine; Janet Glasgow Award; Constance B. Wofsy Women's Health Investigator Award

SELECTED PUBLICATIONS:

- Lake Jordan E., Chi-Hong Tseng, Judith S. Currier. "A Pilot Study of Telmisartan for Visceral Adiposity in HIV Infection: The Metabolic Abnormalities, Telmisartan, and HIV Infection (MATH) Trial." *PLoS One* 8, no. 3 (2013): e58135.
- Brown Todd T., Yun Chen, Judith S. Currier, Heather J. Ribaldo, Jennifer Rothenberg, Robert Murphy, James H. Stein, and Grace A. McComsey. "Body Composition, Soluble Markers of Inflammation, and Bone Mineral Density in Antiretroviral Therapy-Naive HIV-1 Infected Individuals." *Journal of Acquired Immune Deficiency Syndromes* 29, no. 6 (2013).

Jaime Gerardo DEVILLE, Pediatrics

M.D. Universidad Peruana Cayetano Heredia, Lima

APPOINTED: 1994

RESEARCH: Pediatric infectious diseases

LATIN AMERICAN REGION INTEREST: Peru

OVERSEAS EXPERIENCE: Peru

LANGUAGES: Spanish (5)

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: NHMA Health Leadership Award

SELECTED PUBLICATIONS:

- King, J. Jr, P. E. Fast, K. M. Zangwill, G. A. Weinberg, M. Wolff, L. Yan, F. Newman, R. B. Belshe, A. Kovacs, J. G. Deville, and M. Jelonek for the HIV Influenza Study Group. "Safety, Vaccine Virus Shedding, and Immunogenicity of Trivalent, Cold-Adapted, Live Attenuated Influenza Vaccine, Administered to Human Immunodeficiency Virus-Infected and Noninfected Children." *Pediatric Infectious Disease Journal* 20 (2001):1124-31.
- Deville J. G., B. Edge-Padbury, S. Naberhuis-Stehouwer, J. B. Bruss, and the Linezolid Pediatric Study Group. "Empiric Treatment with Linezolid vs Vancomycin for Known/Suspected Gram-positive Infections in Neonates." *Pharmacy and Therapeutics Journal Online* (2002).
- Deville J. G. "Linezolid in Children with Severe Gram-Positive Infections." *Pediatric Drugs* 5, no. 6 (2003): 430-31.
- Kaplan S. L., J. G. Deville, R. Yogev, M. R. Morfin, E. Wu, S. Adler, B. Edge-Padbury, S. Naberhuis-Stehouwer, J. B. Bruss, and the Linezolid Pediatric Study Group. "Linezolid versus Vancomycin in the Treatment of Resistant Gram-Positive Infections in Children." *Pediatric Infectious Disease Journal* 22, no. 8 (2003): 677-686.

Patrick DOWLING, Department Chair, Family Medicine and School of Medicine

M.D. Medical College of Ohio; M.P.H. University of Michigan

APPOINTED: 1998

RESEARCH: Health policy and politics; care of the underserved; Mexico-California border health issues

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Voted Best Doctors, 2009-2010

SELECTED PUBLICATIONS:

- Rodriguez, M. and Patrick Dowling. *Health of Migrant Farm Workers in California*. California Research Bureau Library of California, 2003.
- "Multicultural Medicine." *Medical Crossfire Peer Exchange* 4, no. 5 (2002): 24-5.
- Bholat, M. A. and Patrick Dowling. "Tuberculosis." In *Manual of Family Practice*, edited by R.B. Taylor. Philadelphia: Lippincott, Williams and Wilkins, 2002.

David HAYES-BAUTISTA, Professor, Preventive and Occupational Medicine, School of Medicine; Director, Center for the Study of Latino Health and Culture; Member, Latin American Institute Advisory Committee
Ph.D. University of California, San Francisco

APPOINTED: 1973

RESEARCH CONCENTRATION: Health of Latin American and Latino populations; 19th century Mexican and Latino history of the gold rush; American civil war and French intervention

LATIN AMERICAN REGION INTEREST: Mexico, Chile, Peru, Argentina, Cuba, Puerto Rico, Dominican Republic

OVERSEAS EXPERIENCE: Mexico, Chile, Peru, Argentina, Cuba, Puerto Rico, Dominican Republic

LANGUAGES: English, Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Health in Latino Population; Theory, Method, and Data in Latino Health Research

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 2

DISTINCTIONS: American Association of Medical Colleges-Herbert Nickens Award

SELECTED PUBLICATIONS:

El Cinco De Mayo: An American Tradition. University Of California Press, 2012.

La Nueva California: Latinos in The Golden State. University Of California Press, 2004.

Hayes-Bautista, David E., and María Luis Rodríguez Sala. "Una espada de honor para Ignacio Zaragoza: la batalla del 5 de mayo en Puebla y las relaciones de los hispanos en la Alta California." In *Historia de la medicina en puebla durante la intervención francesa*, edited by Cortés Riveroll and Palacios García. Puebla: Benemérita Universidad Autónoma De Puebla, 2012.

García De Alba-García, Javier E., et al. "Dominio cultural de las causas de diabetes en una población de estratos populares en el sector libertad de Guadalajara, Jalisco." Submitted to *Salud Pública De México*.

Jorge LAZAREFF, Professor, Neurosurgery, School of Medicine; Member, Faculty Advisory Committee, Center for Argentina, Chile, and the Southern Cone

M.D. Universidad de Buenos Aires

APPOINTED: 2000

RESEARCH CONCENTRATION: Health Education in Latin America

LATIN AMERICAN REGION INTEREST: Nicaragua, Guatemala, Honduras, Argentina

OVERSEAS EXPERIENCE: Nicaragua, Guatemala, Honduras, Argentina

LANGUAGES: Spanish, English, French

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Treasure of Los Angeles, Central City Association of Los Angeles, 2005

SELECTED PUBLICATIONS:

Hemmati, Housman D., et al. "Cancerous Stem Cells Can Arise From Pediatric Brain Tumors." *Proceedings of the National Academy of Sciences* 100, no. 25 (2003): 15178-83.

Gupta, Rakesh K. et al. "Relationships between Choline Magnetic Resonance Spectroscopy, Apparent Diffusion Coefficient and Quantitative Histopathology in Human Glioma." *Journal of Neuro-oncology* 50, no. 3 (2000): 215-26.

Cheok, Stephanie, Jason Chen, and Jorge Lazareff. "The Truth and Coherence behind the Concept of Overdrainage of Cerebrospinal Fluid in Hydrocephalic Patients." *Child's Nervous System* (2014): 1-8.

"Como lo hago yo: Myelomeningocele." *Surgical Neurology International* 5, Supplement 1 (2014): S2.

Leo MORALES, Associate Professor, Department of Medicine; faculty of UCLA Chicano Studies Research Center; General Internal Medicine

M.D. and M.P.H. University of Washington

APPOINTED: 1998

RESEARCH: Latino and immigrant health; disparities in healthcare and cross-cultural survey research methods including the application of advanced psychometrics

LATIN AMERICAN REGION INTEREST: Mexico

OVERSEAS EXPERIENCE: N/A

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Robert Wood Johnson Foundation Harold Amos Award; Robert Wood Johnson Foundation Health Policy Investigator Award; Russell Sage Foundation Award

SELECTED PUBLICATIONS:

Aguila, E., J. Escarce, M. Leng, and L. Morales. "Health Status and Behavioral Risk Factors in Older Adult Mexicans and Mexican Immigrants to the United States." *J Aging Health* 25, no. 1 (2013):136-58.

Wu, S., M. S. Ridgely, J. J. Escarce, and L. S. Morales. "Language Access Services for Latinos with Limited English Proficiency: Lessons Learned from Hablamos Juntos." *J Gen Intern Med* 22, Supplement 2 (2007): 350-55.

Karin NIELSEN, Professor, Medicine-Pediatrics; Director, Center for Brazilian Studies

M.D. Universidade do Rio de Janeiro, Brazil, 1980-1986; M.P.H UCLA School of Public Health, 1993-1994

APPOINTED: 1996

RESEARCH: Pediatric HIV/AIDs; maternal to child transmission of HIV; global health; infectious diseases

LATIN AMERICAN REGION INTEREST: Brazil, Argentina, Peru

OVERSEAS EXPERIENCE: Brazil, Argentina, Peru, South Africa, Mozambique, Italy, Turkey, Philippines, Thailand

LANGUAGES: Portuguese (5), Spanish (3), French (2), Italian (2)

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 75%

LAS COURSES: Three public health courses: biology of HIV, epidemiology of tuberculosis, and HIV/ AIDs in Latin America

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 2 theses and 6 dissertations

DISTINCTIONS: *Science's* choice for Breakthrough of the Year for 2011 for "Prevention of HIV-1 Infection with Early Antiretroviral Therapy," NEJM* HPTN 052 (Nielsen author/ protocol co-chair); Certified American Academy of HIV Medicine, 2011; Best Clinical Trial of 2011 in Brazil, Brazilian Society of Infectious Diseases, Tripai Study: HIV Rapid Testing of Sexual Partners of HIV-Negative Women Delivering at a Large Public Hospital in Porto Alegre, Brazil (Nielsen, Santos, Melo, Yeganeh)

SELECTED PUBLICATIONS:

Nielsen-Saines, K., D. H. Watts, V. G. Veloso, et al. for the NICHD HPTN 040/ PACTG 1043 Protocol Team. "Safety and Efficacy of Three Antiretroviral Regimens For Prevention Of Intrapartum HIV-1 Transmission." *The New England Journal of Medicine* 366 (2012): 2368-79. PMID: 22716975 NIHMS: 396204

Nielsen-Saines, K., L. Komarow, S. Cu-Uvin, G. Jourdain, K. Klingman, D. Shapiro, L. Mofenson, T. Campbell, J. Hitti, S. Fiscus, Judith Currier, and the A5190/ P1054 Protocol Team. "Assessment of Safety and Toxicity among Infants Born To HIV-1-Infected Women Enrolled in Antiretroviral Treatment Protocols in Diverse Areas of the World." *Pediatrics* 129, no. 6: e1525-e1532. PMCID: PMC3362906

Jarrahay REZA , Associate Clinical Professor, Surgery (Plastic Surgery)

APPOINTED: 2001

RESEARCH CONCENTRATION: Bone biology; tissue engineering; craniofacial surgery; sociology; surgical anthropology

LATIN AMERICAN REGION INTEREST: Guatemala, Peru, Brazil

OVERSEAS EXPERIENCE: Guatemala, Peru, Brazil, Mexico

LANGUAGES: English, Spanish, French, Italian, Farsi

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Guest lectures

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: N/A

SELECTED PUBLICATIONS:

“Controversies in the Management of Neonatal Micrognathia: To Distract or Not To Distract, That Is The Question.” *Journal of Craniofacial Surgery* 23, no. 1 (2012): 243-49.

Jarrahay R, and J. Bradley. “Reply: The Role of Three-Dimensional Computed Tomography in Evaluating Facial Trauma.” *Plastic Reconstructive Surgery* 129, no. 2 (2012): 355e-56e.

Lakin G, and Reza Jarrahay. Commentary on “Nonsyndromic Craniosynostosis: Current Treatment Options.” *Journal of Craniofacial Surgery* 237, Supplement 1 (2012): 2066-67.

Thaller S, and Reza Jarrahay. “The Kawamoto Epilogue: A Prologue for Craniofacial Surgery.” *Journal of Craniofacial Surgery* 23, no. 7, Supplement 1 (2012).

Federico Clark VELEZ, Assistant Clinical Professor of Ophthalmology, UCLA School of Medicine, Department of Ophthalmology and Jules Stein Eye Institute

M.D. Pontifica Bolivariana

APPOINTED: 1998

RESEARCH: Ophthalmology; strabismus; pediatrics

LATIN AMERICAN REGION INTEREST: Colombia, Mexico

OVERSEAS EXPERIENCE: Colombia, Spain, Mexico

LANGUAGES: Spanish (5)

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: N/A

SELECTED PUBLICATIONS:

Hendler, Karen, Stacy L. Pineles, Joseph L. Demer, Arthur L. Rosenbaum, Guillermo Velez, and Federico G. Velez. “Does Inferior Oblique Recession Cause Overcorrections in Laterally Incomitant Small Hypertropias due to Superior Oblique Palsy?” *The British Journal of Ophthalmology* 97, no. 1 (2013).

Nejad, Mitra, Neepa Thacker, Federico G. Velez, Arthur L. Rosenbaum, and Stacy L. Pineles. “Surgical Results of Patients with Unilateral Superior Oblique Palsy Presenting with Large Hypertropias.” *Journal of Pediatric Ophthalmology and Strabismus* 50, no. 1 (2013).

Pineles, Stacy L., Joseph L. Demer, Gary N. Holland, Susan S. Ransome, Laura Bonelli, and Federico G. Velez. “External Ophthalmoplegia in Human Immunodeficiency Virus-Infected Patients Receiving Antiretroviral Therapy.” *Journal of AAPOS: The Official Publication of the American Association for Pediatric Ophthalmology and Strabismus* 16, no. 6 (2012).

MOLECULAR, CELL & DEVELOPMENTAL BIOLOGY: 1

Luisa IRUELA-ARISPE

APPOINTMENT DATE: 1998

RESEARCH CONCENTRATION: Cell and vascular biology

LATIN AMERICAN REGION INTEREST: Brazil, Argentina

OVERSEAS EXPERIENCE: Brazil, Argentina

LANGUAGES: Spanish 5, Portuguese 5, French, Italian

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 8

DISTINCTIONS: Golden Shield Awardee

SELECTED PUBLICATIONS:

Roodhart, J. M. L., et al. "Notch1 Regulates Angio-Supportive Bone-Marrow-Derived Cells in Mice: Relevance to Chemoresistance." *Blood* (2013).

Baer, C., et al. "Reciprocal Interactions between Endothelial Cells and Macrophages in Angiogenic Vascular Niches." *Experimental Cell Research* (2013).

Cristofaro, B. et al. "Dll4-Notch Signaling Determines the Formation of Native Arterial Collateral Networks and Arterial Function in Mouse Ischemia Models." *Development* 140 (2013): 1720-29.

Defalco, T., et al. "Testosterone Levels Influence Mouse Fetal Leydig Cell Progenitors Through Notch Signaling." *Biology of Reproduction* (2013).

MUSIC AND MUSICOLOGY: 1

Walter PONCE, Professor, Music Department Head, Piano Area

Ph.D. Juilliard School of Music

APPOINTED: 1996

RESEARCH: Pianist

LATIN AMERICAN REGION INTEREST: Bolivia, Argentina, Mexico

OVERSEAS EXPERIENCE: Latin America, Europe, Korea

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 3

DISTINCTIONS: Soloist, recitalist, and chamber musician; performed in concert in the major cities of Europe, Japan, Korea, North America; toured throughout South America; solo and duo recitals on television stations across the United States and abroad, as well as nationwide broadcasts by National Public Radio and world-wide through the Voice of America, and recitals for the BBC and Radio Basel.

SELECTED PUBLICATIONS: N/A

SCHOOL OF NURSING: 1

Maria Elena RUIZ, Assistant Adjunct Professor, Associate Director Chicano Studies Research Center School of Nursing

Ph.D., University of Southern California

APPOINTED: 201

RESEARCH: Familismo, aging racial/ethnic minorities, and various other Latino issues.

OVERSEAS EXPERIENCE: Mexico, Cuba

LATIN AMERICAN REGION INTEREST: Mexico, Cuba

LANGUAGES: English

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 75%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: (2007) Nominee, Department of Health and Human Services Secretary's Advisory Committee on National Health Promotion and Disease Prevention for 2020, (2007 – 2008) Selected Leadership Fellow, American Leadership Forum of Oregon, fellowship funded by the Northwest Health Foundation, OR, (2008) Award: Betty J. Cleckley Minority Research Award "Latino Elders: Is Familismo Alive & Well?" American Public Health Association, Gerontology Health Section Award for research on minority elders.

SELECTED PUBLICATIONS:

Ruiz, M.E., & Ransford, H. E. (In Press, 2012). Latino Elders Reframing Familismo: Implications for Health and Caregiving. *Journal of Cultural Diversity*.

Galvez, G., Mankowski, E.S., McGlade, M.S., Ruiz, M.E., & Glass, N (2011). Work-related intimate partner violence among employed immigrants from Mexico. *Journal of Psychology of Men & Masculinity*. *Psychology of Men & Masculinity*, 12(3), 230-246.

Wros, P., Doutrich, D., & Ruiz, M.E. (2009). The Wisdom of Hispanic Nurses: Ethical Concerns and Moral Conflicts in Practice. *Journal of Cultural Diversity*, 16(4), 151-9.

POLITICAL SCIENCE: 3

Barbara GEDDES, Professor, Political Science; Member, Latin American Institute Advisory Committee

Ph.D. University of California, Berkeley

APPOINTED: 1984

RESEARCH CONCENTRATION: Dictatorships

LATIN AMERICAN REGION INTEREST: Cross-national

OVERSEAS EXPERIENCE: (COUNTRIES): Brazil

LANGUAGES: Portuguese

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Latin American Political Institutions; Workshop on Authoritarian Politics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 10

DISTINCTIONS: Visiting Senior Researcher, Center for the Study of Democratic Institutions, Vanderbilt University, 2013-2014; National Science Foundation/Department of Defense Minerva grant for collection of data on authoritarian regimes (with Joseph Wright, Penn State University): "How Politics inside Dictatorships Affects Regime Stability and International Conflict," 2009-2012, \$483,864

SELECTED PUBLICATIONS:

Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics. University of Michigan Press, 2003.

"Elección racional: Cómo el enfoque que eliges afecta la respuesta que obtienes: Elección racional y sus usos en política comparada." In *Manual de política comparada*, edited by Rossana Castiglioni and Claudio Fuentes. Santiago, Chile: Universidad Diego Portales Ediciones, 2012.

Politician's Dilemma: Building State Capacity in Latin America. University of California Press, Series on Social Choice and Political Economy, 1994.

"Legisladores e empresarios políticos." In *La nueva economía política: racionalidad e instituciones*, edited by Sebastián Saiegh and Mariano Tommasi. Buenos Aires: Universidad de Buenos Aires Press, 1999.

Raymond A. ROCCO, Associate Professor, Political Science

Ph.D. University of Minnesota

APPOINTED: 1980

RESEARCH: Relationships between globalization, democracy, citizenship, and marginalized communities; Latin American communities in the U.S

OVERSEAS EXPERIENCE: Mexico, Costa Rica

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 70%

LAS COURSES: Ethnic Politics: Chicano/Latino Politics; Problems in 20th-Century Political Theory; Current Research on Race, Ethnicity, and Politics; Special Studies in Political Theory: Culture and Politics in Latino Communities

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 5

DISTINCTIONS: N/A

SELECTED PUBLICATIONS:

“Associational Rights Claims, Civil Society and Place.” In *Democracy, Citizenship, and the Global City*, edited by Engine F. Isin. London: Routledge, 2000.

“Citizenship, Civil Society, and the Latino City: Claiming Subaltern Spaces, Reframing the Public Sphere.” *Latin American Perspectives*. Forthcoming.

“Theoretical Construction of the ‘Other’ in Postmodernist Thought: Latinos in the New Urban Economy.” *Cultural Studies* 4, no. 3 (1990) 321-30.

Mark Q. SAWYER, Associate Professor, Political Science; Director, Center for the Study of Race, Ethnicity and Politics

Ph.D. University of Chicago.

APPOINTED: 1999

RESEARCH: Comparative politics; black political thought; critical race theory; post-colonial theory; theories of the state; Cuban racial politics; transnational identity; African Diaspora; race relations in the Americas

OVERSEAS EXPERIENCE: Brazil, Cuba

LANGUAGES: Spanish 4, Portuguese 2

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Black Experience in Latin America and the Caribbean

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 9

DISTINCTIONS: Ralph J. Bunche Award, Racial Politics in Post-Revolutionary Cuba, 2007; Mentor of the Year, UCLA Academic Advancement Program, 2007; W.E.B. DuBois Award, *Racial Politics in Post-Revolutionary Cuba*, Best Book, National Conference of Black Political Scientists, 2007; Western Political Science Association Best Paper in Black Politics; Award for “Du Bois’ Double Consciousness versus Latin American Exceptionalism: Joe Arroyo, Salsa and Negritude,” 2005

SELECTED PUBLICATIONS:

Racial Politics in Post-Revolutionary Cuba. Cambridge University Press, 2006.

“Du Bois’ Double Consciousness versus Latin American Exceptionalism: Joe Arroyo, Salsa and Negritude.” *SOULS* 7, nos. 3-4 (2005): 88-98.

Sawyer, Mark Q., Yesilernis Peña, and Jim Sidanius. “Racial Democracy in the Americas: A Latin and North American Comparison.” *Journal of Cross-Cultural Psychology* 35, no. 6 (2004): 749-62.

PSYCHIATRY AND BEHAVIORAL SCIENCE: 1

Carole H. BROWNER, Professor, Psychiatry, Biobehavioral Sciences and Anthropology; Member, Latin American Institute Faculty Advisory Committee

Ph.D. University of California, Berkeley; M.P.H. School of Public Health, Berkeley

APPOINTED: 1983

RESEARCH: Medical anthropology/applied anthropology in Latin America; gender roles and social organization in Latin America; comparative medical systems; health and development; new reproductive technologies

OVERSEAS EXPERIENCE: Mexico, Colombia, Spain

LANGUAGES: Spanish 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 75%

LAS COURSES: Culture, Adaptation, and Intervention; Individual Studies in Psychiatry: Latin American Topics; Shamans and Healing: Anthropology of Traditional Latin American Medicine; Individual Studies: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 7

DISTINCTIONS: Editorial Board, *Anthropology of Work Review*, 2002-; Outstanding Research Mentor Award, Department of Psychiatry and Biobehavioral Sciences, UCLA, 2003; Medical Anthropology Student Association Mentoring Award, Society for Medical Anthropology, 2009

SELECTED PUBLICATIONS:

Hess, P., H. P. Preloran, and C. H. Browner. "Diagnostic Genetic Testing for a Fatal Illness: The Experience of Patients with Movement Disorders." *New Genetics and Society* 28, no. 1 (2009): 3-18.

Markens, S., C. H. Browner, and H. M. Preloran. "Interrogating the Dynamics between Power, Knowledge and Pregnant Bodies in Amniocentesis Decision-Making." *Sociology of Health and Illness* 32, no. 1 (2010).

Browner, Carole H. and H. M. Preloran. *Neurogenetic Diagnoses, the Power of Hope, and the Limits of Today's Medicine*. London: Routledge, 2011.

Reproduction, Globalization, and the State: New Theoretical and Ethnographic Perspectives. Edited by Carole H. Browner and C.F. Sargent. Durham, NC: Duke University Press, 2012.

PSYCHOLOGY: 3

Paul R. ABRAMSON, Professor, Psychology

Ph.D. University of Connecticut

APPOINTED: 1976

RESEARCH: Sex research; personality; culture

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Directed Studies: Latin American Topics; Directed Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 1

SELECTED PUBLICATIONS:

Sex Appeal: Six Ethical Principles for the 21st Century. New York: Oxford University Press, 2010.

Romance in the Ivory Tower: The Rights and Liberty of Conscience. Cambridge: MIT Press, 2007.

Christine DUNKEL-SCHETTER, Professor of Psychology

Ph.D. Northwestern University

APPOINTED: 1982

RESEARCH: Social psychology

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Directed Studies: Latin American Topics; Directed Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 2

DISTINCTIONS: Associate Editor of *Health Psychology*, 1991-1994; Editorial boards of *Journal of Personality and Social Psychology*, *Basic and Applied Social Psychology*, *Anxiety, Stress and Coping: An International Journal*

SELECTED PUBLICATIONS:

Yim, I. S., et al. "Risk of Postpartum Depressive Symptoms with Elevated Corticotrophin-Releasing Hormone in Human Pregnancy." *General Archives of Psychiatry* 66, no. 2 (2009): 162-69.

Wong, L. H., et al. "Test and Tell: Correlates and Consequences of Testing and Disclosure of HIV Status in South Africa for Project Accept (HPTN 043)." *Journal of Acquired Immune Deficiency Syndrome* 50, no. 2 (2009): 215-22.

Campos, B., et al. "Familism, Social Support, and Stress: Positive Implications for pregnant Latinas." *Cultural Diversity and Ethnic Minority Psychology* 14, no. 2 (2008): 155-62.

Patricia GREENFIELD, Professor, Psychology; Department Head, UCLA Children's Digital Media Center;

Director, FPR-UCLA Center for Culture, Brain, and Development

Ph.D. Harvard

APPOINTED: 1974

RESEARCH: Culture and human development; social change; cognitive development; informal education

OVERSEAS EXPERIENCE: Chiapas, Mexico

LANGUAGES: Spanish 5, French 5, Tzotzil 4, Wolof 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Directed Studies: Latin American Topics; Directed Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 5

DISTINCTIONS: Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society, 2010

SELECTED PUBLICATIONS:

Cross-Cultural Roots of Minority Child Development. Edited by Patricia M. Greenfield and Rodney R. Cocking. Psychology Press, 2014.

Greenfield, Patricia M., et al. "Cultural Pathways through Universal Development." *Annual Review of Psychology* 54, no. 1 (2003): 461-90.

Subrahmanyam, Kaveri, and Patricia Greenfield. "Online Communication and Adolescent Relationships." *The Future of Children* 18, no. 1 (2008): 119-46.

PUBLIC HEALTH - COMMUNITY HEALTH: 6

Snehendu B. KAR, Professor, Public Health and Community Health Sciences

Ph.D. University of California, Berkeley

APPOINTED: 1979

RESEARCH: Social interventions; health communication and education; population environmental psychology; international health; indicators of health promotion and primary health care

OVERSEAS EXPERIENCE: Argentina, Brazil, Venezuela, India, Thailand, Philippines

LANGUAGES: Bengali 5, Hindi 5, Urdu 3, Spanish 3

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Advanced Program Planning and Evaluation in International Health; Individual Directed Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 3

DISTINCTIONS: Fulbright Commission Scholarship; Kellogg International Fellowship in Health; Ford Foundation Population Communication Fellowship; East-West Center Population Communication Fellow; Delta Omega Honor Society in Public Health Fellow; Smithsonian Population Institute; elected as fellow by three divisions of the American Psychological Association including the Society for Psychological Study of Social Issues and the American Psychological Society

SELECTED PUBLICATIONS:

Alcalay, R., and Snehendu B. Kar. *Health Communication: A Multicultural Perspective*. Thousand Oaks, CA: Sage, 2000.

Pascual C., K. Chickering, and S. B. Kar. "Empowerment of Women for Health Promotion: A Meta Analysis." *Social Science and Medicine* 49, no. 11 (1999): 1431-60.

Substance Abuse Prevention: A Multicultural Perspective. Edited by Snehendu B. Kar. Amityville, NY: Baywood Publishing, 1999.

Donald E. MORISKY, Professor, Public Health

Sc.D. John Hopkins School of Hygiene and Public Health

APPOINTED: 1982

RESEARCH CONCENTRATION: Chronic and infectious disease among minority populations; tuberculosis control; HIV/AIDS prevention; cardiovascular disease risk factors

LATIN AMERICAN REGION INTEREST: South America

OVERSEAS EXPERIENCE: Philippines, Taiwan, Thailand, China, South America

LANGUAGES: Spanish, German, Japanese, three dialects of Filipino (Tagalog, Bicol, and Ilocano), Chinese

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Psychosocial and Environmental Determinants of HIV/AIDS Prevention

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 6

DISTINCTIONS: Fries Prize; Mentor of the Year; Program Award for Outstanding Service to the Community; Distinguished Career Award, APHA

SELECTED PUBLICATIONS:

Morisky D. E., et al. "Five-Year Blood Pressure Control and Mortality Following Health Education for Hypertensive Patients." *American Journal of Public Health* 73 (1983): 153-62.

Morisky, D. E., L. W. Green, D. M. Levine. "Concurrent and Predictive Validity of a Self-Reported Measure of Medication Adherence and Long-Term Predictive Validity of Blood Pressure Control." *Medical Care* 24 (1986): 67-74.

Morisky, D. E. et al. "A Patient Education Program to Improve Adherence Rate with Antituberculosis Drug Regimens." *Health Education Quarterly* 17 (1990): 253-68.

Morisky, D. E. et al. "Impact of a Social Influence Intervention on Condom Use and Sexually Transmitted Infections among Establishment-Based Female Sex Workers in the Philippines: A Multilevel Analysis." *Health Psychology* 25, no. 5 (2006): 595-603.

Anne R. PEBLEY, Professor, Department of Community Health Sciences and School of Public Health; Department of Sociology

Ph.D. Cornell University

RESEARCH CONCENTRATION: Social demography; migration and health; longitudinal studies of the social determinants of health

LATIN AMERICAN REGION INTEREST: Guatemala, Central America, Mexico

OVERSEAS EXPERIENCE: Guatemala, Bangladesh, India, DR Congo, Mali, Kenya, Mexico, Costa Rica, China

LANGUAGES: Spanish, French

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 10

DISTINCTIONS: President of the Population Association of America, 1998; Public Health Students Association Professor of the Year, 2002; Chair, American Sociological Association, Sociology of Population Section, 2004-2005; Trustee of the Population Council, 2007-; Lester Breslow Distinguished Lecturer, 2013

SELECTED PUBLICATIONS:

Goldman, N. et al. "The Consequences of Migration to the US for the Health of Mexican Immigrants." Submitted to *Demography* (2013).

Jones, Malia, and Anne R. Pebley. "Redefining Neighborhoods Using Common Destinations: Social Characteristics of Activity Spaces and Home Census Tracts Compared." *Demography*. Forthcoming.

Creighton, M., et al. "Durational and Generational Differences in Mexican Immigrant Obesity: Is Acculturation the Explanation?" *Social Science and Medicine* (2012).

Jackson, M., Anne R. Pebley, and N. Goldman. "Schooling Location and Economic, Occupational, and Cognitive Success among Immigrants and Their Children: The Case of Los Angeles." *Social Science Research* 39, no. 3 (2009): 432-43.

Bonnie TAUB, Adjunct Assistant Professor, Community Health Sciences and School of Public Health; Member, Latin American Institute Advisory Committee

Ph.D. University of California, Los Angeles

APPOINTED: 1992

RESEARCH: Medical anthropology; maternal, teen, and child health; mental health; traditional medicine and shamanism; indigenous peoples in the Americas; human rights; qualitative research methodology; video ethnography; cultural competency

OVERSEAS EXPERIENCE: Mexico, Uruguay, Argentina, Brazil, Peru

LANGUAGES: Spanish, Portuguese, French

PERCENT OF TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Health, Disease and Health Services in Latin America; Health and Culture in the Americas; Traditional Medicine, Shamanism and Folk Illness In Latin America; HIV/AIDS and Culture in Latin America

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 5

SELECTED PUBLICATIONS:

"Indigenous and Western Mexican Health Beliefs: How to Treat a Lost Soul." In progress.

Taub, B., et. al. "Adolescent Depressed Mood in a Multi-Ethnic Sample." *Journal of Youth and Adolescence* (1998).

"Indigenous Mexican and Western Health Beliefs." In *Looking at Ourselves: Introduction to Anthropology*. Harper Collins, 1998.

Arturo VARGAS BUSTAMANTE, Assistant Professor, Health Policy & Management
Ph.D., M.P.P, University of California, Berkeley

APPOINTMENT DATE: 2008

RESEARCH CONCENTRATION: Latino healthcare and healthcare in Latin America

LATIN AMERICAN REGION INTEREST: Mexico, Colombia, Chile

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 2

DISTINCTIONS: N/A

SELECTED PUBLICATIONS:

Vargas Bustamante, A., G. Ojeda, and X. Castañeda. "Willingness to Pay for Cross-Border Health Insurance between the U.S. and Mexico." *Health Affairs* 27, no. 1 (2008): 169-78.

Vargas Bustamante, A. et al. "Understanding Observed and Unobserved Health Care Access and Utilization Disparities among US Latino Adults." *Medical Care Research and Review* 66, no. 5 (2009): 561-77.

Vargas Bustamante, A. et al. "Use of Preventive Care Services among Latino Subgroups" *American Journal of Preventive Medicine*, 38: 6 (2010): 610-19.

"The Tradeoff between Centralized and Decentralized Health Services, Evidence from Rural Areas in Mexico." *Social Science & Medicine* 71, no. 5 (2010): 925-34.

Steve WALLACE, Chair of the Department of Community Health Sciences at the UCLA School of Public Health
Ph.D. University of San Francisco

APPOINTED: 1990

RESEARCH: Aging in communities of color; access to care issues of Mexican immigrants; disparities in the consequences of health policy changes on racial/ethnic minority elderly; the politics of aging

LATIN AMERICAN REGION INTEREST: Mexico

OVERSEAS EXPERIENCE: Mexico, Chile

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS:

DISTINCTIONS: N/A

SELECTED PUBLICATIONS:

Arredondo A., E. Orozco, S. P. Wallace, and M. Rodríguez. "Health Insurance for Undocumented Immigrants: Opportunities and Barriers on the Mexican Side of the US Border." *Int J Health Plann Manage* 27, no. 1 (2012):50-62.

Ramírez García, T., X. Castaneda, S. P. Wallace, et al. *Migration and Health: Mexican Immigrants in the U.S.* Mexico, DF: Secretaría de Gobernación/Consejo Nacional de Población, 2013

Wallace, Steven P., Carolyn Mendez-Luck, and Xóchitl Castañeda. "Heading South: Why Mexican Immigrants in California Seek Health Services in Mexico." *Medical Care* 47, no. 6 (2009): 662-69.

PUBLIC HEALTH - ENVIRONMENTAL HEALTH & EPIDEMIOLOGY: 4

John R. FROINES, Professor, Public Health and Environmental Health Sciences; Director, Center for Occupational and Environmental Health
Ph.D. Yale University

APPOINTED: 1981

RESEARCH: Exposure assessment in occupational and environmental settings; evaluation of toxicokinetic factors in defining and characterizing chemical toxicity; risk assessment including pollution prevention and hazard surveillance; industrial pollution in Mexico

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 40%

LAS COURSES: Special Studies Latin American Topics: Science and Politics of Environmental Regulation; Field Studies in Environmental Management: Latin American Sites; Directed Individual Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 3

DISTINCTIONS: Ruth McIntyre-Birkner Technical Achievement Award, 1999

SELECTED PUBLICATIONS: N/A

Jane L. VALENTINE, Associate Professor, Environmental Health Sciences, School of Public Health
Ph.D. University of Texas

APPOINTED: 1974

RESEARCH: Environmental exposure problems; exposure assessment to chemicals; metals; environmental media; exposure to metals via drinking water; occupational exposure assessments; health effects of arsenic exposure through drinking water and relationships to dietary assessments

LANGUAGES: Spanish, German

OVERSEAS EXPERIENCE: Mexico, Chile

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Special Studies Latin American Topics; Health Effects of Environmental Contaminants in Mexico; Field Studies in Environmental Management: Latin American Sites; Directed Individual Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 2

SELECTED PUBLICATIONS:

"Environmental Occurrence of Selenium in Waters and Related Health Significance." *Biomedical and Environmental Sciences* 10 (1997): 292-9.

Valentine, Jane L., and J. L. Age. "Exposure Assessment Variations to Arsenic Excretion." In *Trace Elements in Man and Animals* (TEMA-9). NRC Research Press, Ottawa, 1997.

"Review of Health Assessment for US/Canada Populations Exposed to Arsenic in Drinking Water." In *Environmental Geochemistry and Health*. St. Albans: U.K., 1997.

Arthur WINER, Professor, Environmental Health Science, School of Public Health
Ph.D. Ohio State University

APPOINTED: 1996

RESEARCH: Air pollutant exposure assessment; development and application of individual and regional human exposure models; atmospheric chemistry of airborne toxic chemicals; measurement of vehicle emissions carcinogenic hydrocarbon emissions and their role in photochemical air pollution. .

OVERSEAS EXPERIENCE: Australia, New Zealand, Spain, Canada, Mexico and Colombia

LANGUAGES: N/A

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Special Studies: Latin American Topics; Health Effects of Environmental Contaminants in Mexico; Field Studies in Environmental Management: Latin American Sites; Directed Individual Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 11

DISTINCTIONS: Haagen-Smit Clean Air Award, California Air Resources Board, 2006

SELECTED PUBLICATIONS

Hu, S., et al. "A Wide Area of Air Pollutant Impacts Downwind of a Freeway during Pre-Sunrise Hours," *Atmospheric Environment* 43 (2009): 2541-49.

Livingston, C., P. Rieger and A. M. Winer. "Ammonia Emissions from a Representative In-Use Fleet of Light- and Medium-Duty Vehicles in the California South Coast Air Basin." *Atmospheric Environment* 43 (2009): 3326-33.

Hu, S., et al. "Characterization of Aircraft Emission Impacts in a Neighborhood Adjacent to a Local Airport in Southern California." *Environmental Science and Technology* 43 (2009): 8039-45.

Roger DETELS, Professor, Public Health; Chair and Department of Epidemiology
M.D. New York University

APPOINTED: 1970

RESEARCH: AIDS in Brazil; acquired immune deficiency syndrome; epidemiology of immune disorders; control of HIV infection; host resistance to HIV infection

OVERSEAS EXPERIENCE: Brazil, Chile

LANGUAGES: Portuguese 4, Spanish 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: International HIV and Aids Seminar; Field Studies in Epidemiology: Latin American Studies; Individual Directed Studies

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 39

DISTINCTIONS: Distinction in Teaching at the Graduate Level

SELECTED PUBLICATIONS:

Wu, Zunyou, Cynthia X. Shi, and Roger Detels. "Addressing Injecting Drug Use in Asia and Eastern Europe." *Current HIV/AIDS reports* 10 (2013): 187-93.

Ding, Yingying, Na He, and Roger Detel. "Circumstances of Initiation into New-Type Drug Use among Adults in Shanghai: Are There Differences by Types of First New-Type Drug Used?" *Drug and Alcohol Dependence* 22 (2013).

Wiley, Dorothy Joann, et al. "Comparison of 2 Anal Cytology Protocols to Predict High-Grade Anal Intraepithelial Neoplasia." *Journal of Lower Genital Tract Disease* 17 (2013).

Liu, Enwu, et al., "Factors Associated with Mortality of HIV-Positive Clients Receiving Methadone Maintenance Treatment in China." *The Journal of Infectious Diseases* 10 (2013).

PUBLIC POLICY: 3

Robert JENSEN, Professor, Department of Public Policy
Ph.D., Princeton University

APPOINTED: 2008

RESEARCH: Microeconomics of international poverty and economic development, including topics such as gender, health, education, fertility, and the role of markets and private enterprise in promoting economic development.

OVERSEAS EXPERIENCE: Dominican Republic, Mexico

LATIN AMERICAN REGION INTEREST: Dominican Republic, Mexico

LANGUAGES: N/A

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: The Economic Analysis of Poverty and Development

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: National Institutes of Health, R01 "Life-Cycle Wealth and Health in Transition Economies," 2003-8 (sole investigator, \$1,164,504). S.E.VEN Fund, Inc., "Project on the Global Gender Gap," 2008 (sole investigator, \$29,950). Watson Institute Fund for Research on Inequality, 2007 - 2008 (co-principal investigator, \$50,000). Hefner China Fund, Harvard University, 2006 (co - principal investigator, \$25,000). William F. Milton Fund, Harvard Medical School, "Fertility Preferences and Gender Inequality in the Developing World," 2003 (sole investigator, \$34,695).

SELECTED PUBLICATIONS:

Jensen, Robert and Adriana Lleras-Muney (2012). "Does Staying in School (and Not Working) Prevent Teen Smoking and Drinking?" *Journal of Health Economics*, 31(4), p. 644-675.

Jensen, Robert (2012). "Another Mouth to Feed? The Effects of Fertility on Girls' Malnutrition" *CESifo Economic Studies*, 58(2), p. 322-47.

Jensen, Robert (2012). "Do Labor Market Opportunities Affect Young Women's Work and Family Decisions? Experimental Evidence from India," *Quarterly Journal of Economics*, 127(2), p. 753-792.

Jensen, Robert and Nolan Miller (2011). "Do Consumer Price Subsidies Really Improve Nutrition?" *Review of Economics and Statistics*, 93(4), p. 1205-1223.

Mark A.R. KLEIMAN, Professor, Department of Public Policy
Ph.D. Harvard University

APPOINTED:

RESEARCH: Methods of policy analysis, on imperfectly rational decision-making at the individual and social level, and on drug abuse and crime control policy.

OVERSEAS EXPERIENCE: Mexico

LATIN AMERICAN REGION INTEREST: Mexico

LANGUAGES: N/A

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: UCLA Public Affairs Society Undergraduate Teaching Award, 2006.

SELECTED PUBLICATIONS:

Kleiman, Mark AR, Jonathan P. Caulkins, and Angela Hawken. *Drugs and Drug Policy: What Everyone Needs to Know* RG. Oxford University Press, 2011. "A New Interpretation of the Aztec Statue Known as *Coatlicue*, 'Snakes-Her-Skirt'." *Ethnohistory* 55, no. 2 (2008): 229-50.

Kleiman, Mark AR, and Steven Davenport. "Strategies to Control Mexican Drug-Trafficking Violence." *Journal of Drug Policy Analysis* 5.1 (2012).

Manisha SHAH, Assistant Professor, Department of Public Policy
Ph.D. UC Berkeley

APPOINTED: 2013

RESEARCH: Applied microeconomics, health, and development.

OVERSEAS EXPERIENCE: Mexico, Ecuador

LATIN AMERICAN REGION INTEREST: Mexico, Ecuador

LANGUAGES: N/A

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Dean's Teaching Award for Undergraduate and Postgraduate Teaching, University of Melbourne (2008), UC Institute for Mexico and the United States (UC Mexus) Dissertation Fellowship Regulation of the Sex Market: Evidence from Mexico and Ecuador (2004-05), United Nations Industrial Development Organization (UNIDO) Fellowship Computing for Social Inclusion: Evaluating the CD (2004).

SELECTED PUBLICATIONS:

Do Sex Workers Respond to Disease? Evidence from the Male Market for Sex, American Economic Review Papers & Proceedings, 2013, 103(3): 445-50.

Intra-household Resource Allocation: Do Parents Reduce or Reinforce Child Cognitive Ability Gaps? (with P. Frijters, D. Johnston, and M. Shields), forthcoming Demography.

Compensated for Life: Sex Work and Disease Risk (with R. Arunachalam), Journal of Human Resources, Spring 2013, 48:345-369.

SOCIAL WELFARE: 2

Rosina M. BECERRA, Professor, Department of Social Welfare; Associate Vice Chancellor, Faculty Diversity
Ph.D. Brandeis University

APPOINTED: 1975

RESEARCH: Social gerontology; child welfare; evaluation of welfare reform; policy issues in health and mental health over the lifespan; relationship between social work and ethnic communities

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish 3

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 40%

LAS COURSES: Social Welfare Policy and Service; Hispanic Mental Illness Issues and Treatment; Advanced Social Welfare Research; Individual Directed Research; Topics in Chicano Studies; Mexican Social Issues

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

SELECTED PUBLICATIONS:

Iglehart, Alfreda P., and Rosina M. Becerra. *Social Services and the Ethnic Community: History and Analysis*. Waveland Press, 2010.

Iglehart, Alfreda P., and Rosina M. Becerra. "Ethnic-Sensitive Practice: Contradictions and Recommendations." *Journal of Ethnic & Cultural Diversity in Social Work* 16 (2007): 43-63.

Deanda, Diane, and Rosina M. Becerra. *Violence: Diverse Populations and Communities*. Routledge, 2014.

Fernando TORRES-GIL, Professor, Social Welfare; Associate Dean, Academic Affairs, School of Public Policy and Social Research; Director of the Center for Policy Research on Aging
Ph.D. Brandeis University

APPOINTED: 1992

RESEARCH: Policy and politics of aging; long-term care; health care policy; entitlement reform; global aging

LATIN AMERICAN REGION INTEREST: Mexico

OVERSEAS EXPERIENCE: Mexico, Korea, China

LANGUAGES: English, Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

DISTINCTIONS: John Gardner Legacy Award for Leadership, 2013; American Society on Aging Hall of Fame Award, 2014; Inducted into California Social Work Hall of Fame, 2014

SELECTED PUBLICATIONS:

“Immigration and Aging.” *Generations: Journal of the American Society on Aging* 32, no. 4 (2008-2009).

Gassoumis, Z. D., et al. “Who Are the Latino Baby Boomers? Demographic and Economic

Characteristics of a Hidden Population.” *Journal of Aging and Social Policy* 22, no. 1: 53-68.

Aging, Health and Longevity in the Mexican-Origin Population. Edited by J. Angel, Fernando Torres-Gil, and K. Markides. Springer Publishing, 2012.

SOCIOLOGY: 8

César AYALA, Professor, Sociology

Ph.D. State University of New York (SUNY), Binghamton

RESEARCH: Sociology of development and industrialization in Latin America and the Caribbean; comparative colonialism

OVERSEAS EXPERIENCE: Puerto Rico, Cuba, Dominican Republic

LANGUAGES: Spanish 5, French 4, Portuguese 3

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 60%

LAS COURSES: Sociology of Caribbean; Sociology of Development (Graduate); Sociología del Desarrollo en América Latina (Undergraduate, taught in Spanish)

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 8

DISTINCTIONS: *American Sugar Kingdom: The Plantation Economy of the Spanish Caribbean, 1898-1934*

named outstanding academic book by *Choice Magazine*; *Battleship Vieques*, named outstanding academic book by *Choice Magazine*

SELECTED PUBLICATIONS:

Battleship Vieques: Puerto Rico from World War II to the Korean War. Princeton: Markus Wiener Publishers, 2011.

Ayala, César, and Rafael Bernabe. *Puerto Rico in the American Century: A History Since 1898*. Chapel Hill: University of North Carolina Press, 2007.

Puerto Rico en el siglo americano: su historia desde 1898. San Juan: University of Puerto Rico Press, 2009.

American Sugar Kingdom: The Plantation Economy of the Spanish Caribbean, 1898-1934. Chapel Hill: University of North Carolina Press, 1999.

Rubén HERNANDEZ-LEON, Associate Professor, Sociology; Director, Center for Mexican Studies
Ph.D. State University of New York (SUNY) at Binghamton

APPOINTED: 2001

RESEARCH: Migration; immigration; refugee issues; border studies; Mexican migration to the United States

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish, French, Portuguese

LAS COURSES: N/A

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 1

DISTINCTIONS: Summer Visiting Scholar, LabexMed (Interdisciplinary social sciences and humanities laboratory for the study of the Mediterranean) Maison Méditerranéenne des Sciences de l'Homme, Université d'Aix, France, 2013; Summer Visiting Fellow, Borders Research Group, Institut Méditerranéen de Recherches Avancées (IMeRA), France, 2011; Pacific Rim Research Program, Institute for Research on Labor and Employment, Institute of American Cultures, Academic Senate, Assistant Professor Initiative, Latino Research Program and Latin American Center Grants, UCLA, 2002-2012

SELECTED PUBLICATIONS:

Metropolitan Migrants: The Migration of Urban Mexicans to the United States. Berkeley: University of California Press.

Hernandez-Leon, Rubén, and Sarah Morando Lakhani. "Gender, Bilingualism, and the Early Occupational Careers of Second-Generation Mexicans in the South." *Social Forces* 92, no. 1 (2013): 59-80.

"La industria de la migración en el sistema migratorio México-Estados Unidos." *Traces (Travaux et Recherches dans les Amériques de Centre)* 61 (2012): 41-61.

Ivan LIGHT, Professor Emeritus, Sociology

Ph.D. University of California, Berkeley

APPOINTED: 1974

RESEARCH: Economy and society; urban sociology; immigration and entrepreneurship

OVERSEAS EXPERIENCE: Puerto Rico, México

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Comparative Immigration; Selected Problems in Urban Sociology; International Migration

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 5

DISTINCTIONS: "Thomas and Znaniecki Book Prize," for *Deflecting Immigration*, International Migration Section, American Sociological Association, 2008; "Distinguished Contribution to Scholarship" Award for *Deflecting Immigration*, Pacific Sociological Institute for Research on Labor and Employment, 2007; \$11,600 research grant for "State Minimum Wages and Immigrant Deflection," 2008-2009; Israel/USA Binational Science Foundation Research Award, with Dr. Eran Razin, Hebrew University, 1992-1995

SELECTED PUBLICATIONS:

"Deflecting Immigration from Los Angeles: Solving Urban Problems by Sending Them Elsewhere." In *Problemas sociales urbanos: La ciudad en el mundo actual*, edited by Enrique del Acebo Ibáñez and Helgi Gunnlaugsson. Buenos Aires: Editorial Claridad, 2011.

"Federal/State Cost Sharing of Immigrant Welfare." *California Journal of Politics and Policy* 2, no. 1 (2010).

"Foreword." In *Transnational and Immigrant Entrepreneurship in a Globalized World*, edited by Benson Honig, Israel Drori, and Barbara Carmichael, ix-xvi. Toronto: University of Toronto, 2010.

David LOPEZ, Professor, Emeritus

Ph.D. Harvard University

APPOINTED: 1970

RESEARCH: Immigration and ethnicity; Latin American studies; sociology of language

OVERSEAS EXPERIENCE: N/A

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES 90%

LAS COURSES: Comparative Ethnic Stratification and Immigration; Sociology of Language; Latin American Studies

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 3

DISTINCTIONS: American Diabetes Father's Day Council/Father of the Year Award, 2004; New Mexico State University Distinguished Alumnus for the College of Education, 2004; Hispanic Net Educator of the Year Award, 2005

SELECTED PUBLICATIONS:

"Social and Linguistic Aspects of Assimilation Today." In *The Handbook of International Migration: The American Experience*, edited by Charles Hirschman. New York: Russell Sage, 1999.

Lopez, David, and Cynthia Feliciano. "Chapter 3." In *Who Does What? California's Emerging Plural Labor Force: Organizing Immigrants*, edited by Ruth Milkman, Ithaca: Cornell University Press, 2000.

Lopez, David and Ricardo Stanton-Salazar. "Chapter 3." In *Mexican Americans: A Second Generation at Risk; Ethnicities: Coming of Age in Immigrant America*, edited by Ruben Rumbaut and Alejandro Portes. Berkeley: University of California Press, 2001.

Vilma ORTIZ, Associate Professor, Sociology

Ph.D. New York University

APPOINTED: 1992

RESEARCH: Race and ethnicity; immigration; Latina/o populations in the United States; Latina/o sociology; race/ethnic/minority relations; sex and gender

OVERSEAS EXPERIENCE: Puerto Rico, Mexico

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Contemporary Issues among Chicanas; Latinos in the U.S; Interracial Dynamics in American Culture, Society, and Literature; Ethnic Minorities

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 5

SELECTED PUBLICATIONS:

"Family Income and Migration among Puerto Ricans." In *Recasting Puerto Rican Poverty*, edited by Luis Falcon and Edwin Melendez. Philadelphia; Temple University Press.

Challenging Fronteras: Structuring Latina and Latino Lives in the U.S. Edited by Mary Romero and Pierrette Hondagneu-Sotelo. New York: Routledge, 1997.

Telles, Edward M., and Vilma Ortiz. *Generations of Exclusion: Mexican-Americans, Assimilation, and Race*. Russell Sage Foundation, 2008.

Roger WALDINGER, Professor, Sociology

Ph.D. Harvard University

APPOINTED: 1990

RESEARCH: International migration to the United States; race and ethnicity

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 80%

LAS COURSES: Transnationalism, Diasporas, and Homeland-Hostland Politics; Fiat Lux Freshman Seminars: Children of Immigrants; Comparative Immigration; Comparative Acculturation and Assimilation; Immigration Politics and Policy; International Migration

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 6

DISTINCTIONS: Honorable Mention, Thomas and Znaniecki Award for the best book (*How the Other Half Works*), International Migration Section, American Sociological Association, 2004; Robert E. Park Award, Urban and Community Sociology Section, American Sociological Association (*Still the Promised City?*), 1998; Thomas and Znaniecki Award for the best book (*Ethnic Los Angeles*), International Migration Section, American Sociological Association, 1997; Urban Politics Best Urban Politics Book Award (*Still the Promised City?*), Urban Politics Section, American Political Science Association, 1996

SELECTED PUBLICATIONS:

Waldinger, Roger, and Thomas Soehl. "Making the Connection: Latino Immigrants and Their Cross-Border Ties." *Ethnic and Racial Studies* 33, no. 9 (2010).

"Home Country Farewell: The Withering of Immigrants 'Transnational' Ties." In *Helping Young Refugees and Immigrants Succeed: Public Policy, Aid, and Education*, edited by Gerhard Sonnert and Gerald Holton. New York: Palgrave Macmillan, 2010.

Waldinger, Roger, Nelson Lim, and David Cort. "Bad Jobs, Good Jobs, No Jobs? The Employment Experience of the 'New' Second Generation." *Journal of Ethnic and Migration Studies* 33, no. 1 (2007): 1-35.

"Did Manufacturing Matter? The Experience of Yesterday's Second Generation: A Reassessment." *International Migration Review* 41, no. 1 (2007): 3-39.

Andreas WIMMER, Professor, Sociology

Ph.D. University of Zurich.

APPOINTED: 2003

RESEARCH: Ethnic conflicts, nationalism, and xenophobia; social movements; the political significance of myths; migration; theory of social change

OVERSEAS EXPERIENCE: Mexico, Guatemala, Bosnia, Iraq

LANGUAGES: German 5, Spanish 5, French 5, Italian 2

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 2

DISTINCTIONS Distinguished Scholar Award of the Ethnicity, Nationalism, and Migration Section of the International Studies Association, 2014; Best Article Award, European Academy of Sociology, 2013; Best Article Award, Rationality and Society Section of the American Sociological Association, 2013; Robert-Merton-Prize (honorable mention) of the International Network of Analytical Sociologists, 2013; Barrington Moore Book Award (honorable mention) of the Comparative Historical Section of the American Sociological Association, 2013

SELECTED PUBLICATIONS:

Understanding Change. Models, Methodologies, and Metaphors. Edited by Reinhart Kössler and Andreas Wimmer. Palgrave, 2006.

Kultur als Prozess. Zur Dynamik des aushandelns von Bedeutung (Culture as Process. The Dynamics of Negotiating Meaning). Wiesbaden: VS Verlag für Sozialwissenschaften, 2005.

Ethnic Boundary Making: Institutions, Power, and Networks. Oxford: Oxford University Press, 2013.

Waves of War. Nationalism, State Formation, and Ethnic Exclusion in the Modern World. Cambridge: Cambridge University Press, 2013.

Maurice ZEITLEN, Professor, Sociology
Ph. D., University of California, Berkeley

APPOINTED: 1975

RESEARCH: Political sociology; political economy; socio-historical theory; interracial working-class solidarity; black/white inequality in the United States

OVERSEAS EXPERIENCE: Cuba, Chile, Bolivia, Mexico, Argentina, Israel

LANGUAGES: Hebrew, Spanish, Yiddish, German

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

LAS COURSES: Secret Coups, Imperial Wars, and American Democracy since World War II; Topics in Sociological Theorizing; Sociohistorical Methods; Topics in Political Sociology; Comparative and Historical Methods: Research Techniques

DISTINCTIONS: Ford Foundation Fellowship in Latin American Studies, 1965-1966; John Simon Guggenheim Memorial Fellowship, 1981-1982

SELECTED PUBLICATIONS:

Revolutionary Politics and The Cuban Working Class. Princeton University Press, 1967.

The Civil Wars in Chile (Or The Revolutions That Never Were). Princeton University Press, 1984.

Maurice Zeitlin and Richard E. Rattcliff. *Landlords and Capitalists: The Dominant Class of Chile.* Princeton University Press, 1988.

DEPARTMENT OF SPANISH & PORTUGUESE: 17

Adriana J. BERGERO, Professor, Spanish; Member, Latin American Institute Faculty Advisory Committee
Ph.D. University of California, Los Angeles

APPOINTED: 1989

RESEARCH: Twentieth century Latin American culture; cultural studies and post-colonial criticism; postmodern anthropology and non-places (consumerism and tourism); urban cultural geography; sexuality and space; gendered urban spaces; social history

OVERSEAS EXPERIENCE: Mexico, Argentina

LANGUAGES: Spanish, English

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Spanish 240 Major Currents in Modern Spanish-American Literature; Spanish 280 A & B Argentine literature and Film; Spanish 280/290 Special Topics, Politics of the Family: Space, Nation, Gender and Households in Argentine Culture; Spanish 244 A/B Contemporary Spanish-American Novel; Spanish 191 B Studies in Hispanic Culture and Civilization; Spanish 191 A Latin American Human Rights: Theory, Culture, Social Praxis and Political Activism; Spanish 191 A/197 Special Topics Borges/Buenos Aires

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 6

SELECTED PUBLICATIONS:

El debate político: Modernidad, poder y disidencia en "Yo el Supremo" de Augusto Roa Bastos; Wor(l)d of Change (Latin American and Iberian Series). New York-Frankfurt: Peter Lang Publishing, Inc.

Memorias colectivas y políticas de olvido. Argentina y Uruguay, 1970-1990. Edited by Adriana J. Bergero and Fernando Reati. Rosario, Argentina: Beatriz Viterbo Editora.

Haciendo camino. Pactos de la escritura en la obra de Jorge Luis Borges. México, Universidad Nacional Autónoma de México.

Estudios literarios/Estudios culturales. Nuevo texto crítico. Edited by Adriana J. Bergero and Jorge Ruffinelli. Latin American Center, Stanford University Press.

Hector CALDERON, Professor, Spanish
Ph.D. Yale University

APPOINTED: 1991

RESEARCH: Chicano literature; Spanish American literature; Mexican literature and Mexican popular culture; rock en español

OVERSEAS EXPERIENCE: Mexico, Argentina, Cuba

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Mexican Culture; Latin American Novel; Chicano Narrative

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 3

DISTINCTIONS: "Latin American Writers in Exile," Athwin Research Grant for Research in France and Spain; Faculty Fellow, Scripps Humanities Institute; A. Griswold Faculty Research Fund, Yale University; American Council of Learned Societies, International Travel Grant for France and Spain; Morse Fellowship, Yale University

SELECTED PUBLICATIONS AND PRESENTATIONS:

Cesar Chavez Advance Screening at UCLA: Opening Remarks and Panel Discussion (March 7, 2014).

A Fiftieth Anniversary Celebration of John Rechy's *City of Night* (October 23, 2013).

UCLA Professor Héctor Calderón in Conversation with Marco Acosta (May 8, 2013).

UCLA Professor Héctor Calderón in Conversation with Author John Rechy (May 14, 2013).

Verónica CORTINEZ, Professor, Spanish; Member, Latin American Institute Faculty Advisory Committee
Ph.D. Harvard University

RESEARCH CONCENTRATION: Chilean literature and film; Latin American novel; colonial studies

LATIN AMERICAN REGION INTEREST: Chile, Argentina, Mexico

OVERSEAS EXPERIENCE: Chile, Argentina, Mexico, Germany, France

LANGUAGES: Spanish, English, French, German

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 5

DISTINCTIONS: University of California Humanities Research Institute Grant, 2013; Latin American Institute Conference Grant, 2013; Ben and Rue Pine Travel Grant, 2013; Center for Digital Humanities Grant, 2013; UCLA Distinguished Teaching Award, 1998

SELECTED PUBLICATIONS:

Cortinez, Verónica, and Manfred Engelbert. *Evolución en libertad: El cine chileno de fines de los sesenta*. Santiago: Editorial Cuarto Propio, 2014. Forthcoming.

"Cervantes y 'Gentile Alouette' de Sergio Castilla," In *Los quilates de su oriente: La pluralidad de culturas en la Península Ibérica en la Edad Media y en los albores de la modernidad. Estudios ofrecidos a Francisco Márquez Villanueva*, edited by Mary Gaylord, Luis Girón-Negrón, and Ángel Sáenz-Badillos. Newark, Delaware: Juan de la Cuesta-Hispanic Monographs. Forthcoming.

Cortinez, Verónica, and Manfred Engelbert. *La tristeza de los tigres y los misterios de Raúl Ruiz*. Santiago: Editorial Cuarto Propio, 2011.

Cortinez, Verónica, and Manfred Engelbert. "El cine chileno de los sesenta: clave para una cultura moderna," In *Arpillera sobre Chile: Cine, teatro y literatura antes y después de 1973*, edited by Annette Paatz and Janett Reinstädler, 13-59. Berlin: Edition Tranvía-Verlag Walter Frey, 2013.

"¿Se habla español?: The Challenge of the Hispanic Wor(l)d," *Hispanorama. Zeitschrift des Deutschen Spanischlehrerverbandes* 130 (2010): 79-90.

"Granos e lanas: Memoria de los orígenes en Bernal," *Nueva Revista de Filología Hispánica* 58, no. 1 (2010): 257-68.

Tomas CREUS, Lecturer, Spanish & Portuguese

Ph.D. Universidade Federal do Rio Grande do Sul – UFRGS

APPOINTED: 2008

RESEARCH: Brazilian Film and Literature.

OVERSEAS EXPERIENCE: Brazil, Argentina

LANGUAGES: Spanish, Portuguese, French

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Brazilian Culture and civilization; language and popular culture; Brazilian literature and identity; Brazilian Film and literature.

DISTINCTIONS: 2nd Prize AcheiUSA Literary Contest, USA (2012), 1st Prize National Short Story Competition “Josué Guimarães Literary Prize” (2003), 1st Prize National Screenplay Competition MPAA / Brazilian Ministry of Culture, Brazil (2000), UNESCO Aschberg Bursary for Artists Jeleni Studios in Prague (2003).

SELECTED PUBLICATIONS:

Creus, Tomás. “Cidade dos Sonhos” [City of dreams] (2012). Zero Hora , 26/02/2012, Caderno Donna, p. 8-9.

Creus, Tomás. “Shooting to kill in the New Brazilian Cinema” (2011). Cultural Weekly, Los Angeles. Web.

Creus, Tomás. “Sexo, morte e indignação” [Sex, death and indignation: a review of the novel “Indignation”, by Philip Roth] (2009). Dicta & Contradicta, p. 27-28.

Creus, Tomás. “When Harry met Zuckerman: self-reflexivity and metafiction in the work of Woody Allen and Philip Roth”. (2007). Ilha do Desterro, n. 51, p. 265-282.

John DAGENAIS, Professor, Spanish

Ph.D. University of Illinois, Urbana

APPOINTED: 1994

RESEARCH: Medieval Castilian, Catalan, and Galician literature; Spanish medieval literature and culture; Latin American literature

OVERSEAS EXPERIENCE: Spain, France

LANGUAGES: Spanish, Catalan, French, Latin

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Spanish and Latin American Literature from the Beginnings to 1700

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 1

SELECTED PUBLICATIONS AND PRESENTATIONS

Discussant. Session on "The Ethics of Reading in Islamic Manuscript Culture." Annual Meeting of the Middle East Studies Association, New Orleans (October 10-13, 2013).

"Junípero Serra's Mallorcan Classnotes on Ramon Llull." Junipero Serra: Context and Representation, 1713 to 2013, Huntington Library, San Marino, California (September 20-21, 2013).

"Apostasy and Literary History: The Case of Anselm Abdallah." 2013 Comparative Iberian Studies Symposium, UC Santa Barbara (May 16-17, 2013).

"Ad Significationem Sepulchri: A 12th-Century Easter Play and Concert," Performed in the Romanesque Cathedral of Santiago de Compostela by UCLA Sounds, UCLA Visualization Portal (March 12, 2013).

Luz Maria DE LA TORRE, Lecturer, Spanish and Quechua
M.A. Facultad Latinoamericana de Ciencias Sociales-FLACSO

APPOINTED: 2009

RESEARCH CONCENTRATION: Quechua language and culture; political roles of indigenous peoples in Ecuador and the Andean region

LATIN AMERICAN REGION INTEREST: Andean region, Ecuador

OVERSEAS EXPERIENCE: Ecuador

LANGUAGES: Quechua, Spanish, French, English

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Spanish; Quechua; Topics In Media, Interdisciplinary, and Transhistorical Studies: Indigenous Andean Life In The Contemporary World

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: N/A

SELECTED PUBLICATIONS:

“Renace el conocimiento indígena en América.” *Journal of the Frente Indígena de Organizaciones Binacionales* FIOB: Los Angeles (2011).

“¿Qué significa ser mujer indígena en la contemporaneidad?” *MESTER* 39 (2010).

Kichwa-Castellano, Yachakukkunapa Shimiyyuk Kamu, Ministerio de Educacion del Ecuador, 2009

La reciprocidad en el mundo andino: el caso del pueblo de Otavalo. Quito, Ecuador, Abya-Yala, ILDIS-FES, 2004.

Juliet FALCE-ROBINSON, Lecturer, Spanish & Portuguese
Ph.D. University of California, Irvine

APPOINTED: 2007

RESEARCH CONCENTRATION: Applied linguistics; service learning and travel study

LATIN AMERICAN REGION INTEREST: Mexico

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish, English

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: SPAN 150, 160, 165SL, 170 SPAN 150 Mexican Literature; SPAN 160 Spanish Applied Linguistics; SPAN 165SL Spanish Service Learning; SPAN 170 Mexican Culture and Identity

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: N/A

SELECTED PUBLICATIONS:

“Language Proficiency and Civic Engagement: The Incorporation of Meaningful Service Learning Projects in Spanish Language Courses.” *Interdisciplinary Humanities* Special Issue on Service Learning in the Humanities (2012).

Unidos – Apply to accompany *Unidos*. Pearson/Prentice Hall, November, 2012

Student Activities Manual to accompany *Mosaicos, Spanish as a World Language*, 5th Edition, Pearson/Prentice-Hall, 2009.

John Randal JOHNSON, Professor, Portuguese; Former Director, Latin American Institute; Former Chair, Department of Spanish and Portuguese; Former Director, UC Education Abroad Program in Brazil
Ph.D. University of Texas at Austin

APPOINTED: 1994

RESEARCH CONCENTRATION: Literature and cinema

LATIN AMERICAN REGION INTEREST: Brazil

OVERSEAS EXPERIENCE: Brazil, Portugal, France

LANGUAGES: English, Portuguese, Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Literature and Film in Brazil; Documentary Film in Brazil; Film, Television, and Society in Brazil; Graciliano Ramos, Brazilian Modernism (plus a range of courses dealing with Brazilian literature)

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 1

DISTINCTIONS: Ordem do Cruzeiro do Sul (Order of the Southern Cross)

SELECTED PUBLICATIONS:

Manoel de Oliveira. Champaign/Urbana: University of Illinois Press, 2007.

Joe Wallach. *Meu Capitulo na TV Globo*. Edited by John Randal Johnson. Rio de Janeiro: Topbooks, 2011.

“O cinema brasileiro visto de fora.” In *A indústria cinematográfica e audiovisual brasileira 3. Cinema e mercado*, edited by Alessandra Meleiro, 135-53. São Paulo: Escrituras Editora, 2010.

“Oliveira Político.” In *Aspectos do cinema português*, edited by Jorge Cruz, et.al., 23-48. Rio de Janeiro: Universidade Estadual do Rio de Janeiro – SR-3 – Edições LCV, 2010.

Jorge MARTURANO, Assistant Professor, Spanish & Portuguese

Ph.D. Duke University

APPOINTED: 1994

RESEARCH CONCENTRATION: Latin American literature; Caribbean literature

LATIN AMERICAN REGION INTEREST: Hispanic Caribbean, Southern Cone

OVERSEAS EXPERIENCE: Cuba, Argentina, Dominican Republic, Puerto Rico, Panama, Chile, Uruguay

LANGUAGES: English, Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: History of Literature; Spanish American Prose: Narrative and Essay; Caribbean Narrative Discourse; Latin American Novella; Latin American and Caribbean Short Story; Latin American Contemporary Novel; Contemporary Caribbean Novel; Special Topics Seminars on Latin American and Caribbean literature

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 3

DISTINCTIONS: N/A

SELECTED PUBLICATIONS:

Narrativas de encierro en la república cubana (1925-1967). Madrid: Editorial Verbum, 2014.
Forthcoming.

Asedios a lo increado: Nuevas aproximaciones a Lezama Lima. Edited by Juan Pablo Lupi, Marta Hernández-Salván, and Jorge Marturano. Madrid: Verbum, 2014. Forthcoming.

“Gravitas y cotidianidad en el cine cubano contemporáneo.” In *El estado de las cosas: Cine latinoamericano en el nuevo milenio*, edited by Gabriela Copertari and Carolina Sitnisky. Madrid: Iberoamericana, 2014.

“El insularismo de cara al mar.” In *Lezama Lima: Orígenes, revolución y después*, edited by Teresa Basile y Nancy Calomarde, 205-32. Buenos Aires: Editorial Corregidor, 2013.

Anna Herron MORE, Assistant Professor, Spanish
Ph.D. University of California, Berkeley

APPOINTED: 2002

RESEARCH: Colonial Latin American literature, 16th-18th centuries; aesthetics and politics; cultural and intellectual history

LANGUAGES: Spanish, Portuguese, Nahuatl, French, Latin

OVERSEAS EXPERIENCE: Mexico, Argentina, Spain, Brazil

LAS COURSES: Literature in the Hispanic World: Hispanic Literature to 1700; Brazilian Literature & Identity

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

DISTINCTIONS: University of California President's Research Fellowship in the Humanities Recipient, 2007-2008; Fullbright Research and Teaching Fellowship for Brazil, 2007

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 3

SELECTED PUBLICATIONS:

"Thinking with the Inquisition: Heretical Science and Popular Knowledge in 17th-Century Mexico." In *Examining Heretical Thought*, edited by Jose Rabasa and Jesus Rodríguez Velasco. Collection under review.

"Soberanía y violencia en las representaciones barrocas de la conquista mexicana." In *Estudios coloniales latinoamericanos en el siglo XXI: Nuevos itinerarios*, edited by Stephanie Kirk. Pittsburgh: Instituto Internacional de Literatura Iberoamericana (IILI). Forthcoming.

"Cosmopolitanism and Scientific Reason in New Spain: Sigüenza y Góngora and the Dispute over the 1680 Comet." In *Science in the Spanish and Portuguese Empires, 1500-1800*, edited by Daniela Bleichmar et al, 115-31. Stanford: Stanford University Press, 2009.

"La patria criolla como jeroglífico secularizado en el teatro de virtudes." In *Carlos de Sigüenza y Góngora, Homenaje 1700-2000*. Vol. II., edited by Alicia Mayer, 47-77. Mexico: UNAM, 2002.

Claudia PARODI-LEWIN, Professor, Spanish and Portuguese
Ph.D. University of California, Los Angeles

APPOINTED: 1991

RESEARCH: Language contact in Mexico in colonial times; history of the Spanish language in the Americas; Latin in Mexico; baroque literature; paleography

LATIN AMERICAN REGION INTEREST: Mexico

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish, French, Italian, Portuguese, Latin (reading)

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Latin American Phonetics; Paleography

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 8

DISTINCTIONS: UCLA Academic Senate Teaching Award, 2012; GSA Teaching Award, 2012

SELECTED PUBLICATIONS:

Orígenes del español americano. México: UNAM, 1995.

Visiones del encuentro en dos mundos en América: lengua, cultura, traducción y transculturación. México UNAM, 2006.

"El español de América: Aportaciones a la semántica y a la lingüística del contacto." *VIII Congreso internacional de historia de la lengua española* 2 (2012): 2676-701.

"Sor Juana y su lenguaje: Del Neptuno alegórico a las ensaladas líricas." *Prolija Memoria* 5 (2010-2011): 155-87.

Jose Luiz PASSOS, Associate Professor, Portuguese; Vice Chair for Graduate Studies in the Department of Spanish and Portuguese

Ph.D. University of California, Berkeley

APPOINTED: 2008

RESEARCH: Sociology of intellectuals; Luso-Brazilian Enlightenment; the novel in Portugal and Brazil; Machado de Assis

OVERSEAS EXPERIENCE: Brazil, Portugal

LANGUAGES: Portuguese 5, Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: The Contemporary Brazilian Novel; Machado de Assis: Transatlantic Realism; Brazilian Culture and Civilization; Pastoral Bureaucrats; Literature from Angola, Brazil & Portugal; 18th-Century Luso-Brazilian Literature; The Brazilian Short Story

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

SELECTED PUBLICATIONS:

"Brazil." *The Encyclopedia of the Novel*, edited by Peter Logan, 97-105. London: Wiley-Blackwell, 2011.

"O rito da modernização impossível." Introduction by José Lins do Rego. 20 ed. Rio de Janeiro: José Olympio Editora, 2010.

"O mal e a metamorfose em Machado de Assis." *Luso-Brazilian Review* 46, no. 1 (2009): 57-74.

"Othello, Hugo and Moral Emotions in Machado de Assis." *Latin American Shakespeares*.

Susan PLANN, Professor, Spanish & Portuguese/Applied Linguistics

Ph.D. University of California, Los Angeles

APPOINTED: 1975

RESEARCH: Spanish linguistics and syntax; deaf studies; service learning

OVERSEAS EXPERIENCE: MEXICO

LANGUAGES: Portuguese 5, Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 60%

LAS COURSES: The History of Spanish and Portuguese Languages: Phonology; The History of the Spanish and Portuguese Languages; Morphology Development of Portuguese and Spanish languages; Latinos and Linguistic Literacy

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 3

SELECTED PUBLICATIONS:

"Arabic: another 'other Spanish language'?" *International Journal of Multilingualism* 6, no. 4 (2009): 369-85.

The Spanish National Deaf School: Portraits from the Nineteenth Century. Washington D.C.: Gallaudet University Press, 2007.

"Bad Things: Child Abuse and the Nineteenth-Century Spanish National School for the Deaf and Blind." *Sign Language Studies* 8, no. 2 (2007): 181-210.

A Silent Minority: Deaf Education in Spain, 1550-1835. Berkeley and Los Angeles: University of California Press, 1997. (Spanish version: *Una minoría silenciosa: La educación sorda en España, 1550-1835*. Fundación CNSC, 2004.)

Antonio QUICOLI, Professor, Portuguese

Ph.D. State University of New York at Buffalo

APPOINTED: 1977

RESEARCH: Portuguese linguistics

OVERSEAS EXPERIENCE: Brazil

LANGUAGES: Spanish 5, Portuguese 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 60%

LAS COURSES: Elementary Portuguese; Nature of Language; Brazilian Culture and Civilization; Advanced Reading and Conversation; Portuguese Morphology and Phonology; Portuguese Linguistics; Modern Brazil Literature and Culture

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 9

DISTINCTIONS: UCLA Academic Research Grant; Ford Foundation Grant

SELECTED PUBLICATIONS:

"The Enigma of Ezequiel and The Covert Theme of Dom Casmurro." *Luso-Brazilian Review* 44, no. 1 (2007).

"The Portuguese Infinitive and the Nature of Linguistic Explanation." *Mester* 35 (2006).

Quicoli, Antonio, and Claudia Parodi-Lewin. "On Agreement and Case." In *Grammatical Analyses in Basque and Romance Linguistics*, edited by J. Farnco et al. Amsterdam: John Benjamins, 1999.

Jesus TORRECILLA, Professor, Spanish and Portuguese

Ph.D. University of Southern California

APPOINTED: 1997

RESEARCH: 18th- and 19th-Century Spanish literature; generation of 1898; nationalism; marginality; post-colonialism; exoticism; orientalism; power relations in literature

OVERSEAS EXPERIENCE: Spain, Germany, Costa Rica

LANGUAGES: Spanish 5, French 3, German 2

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Intermediate Spanish; Advanced Spanish; 19th Spanish Literature

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 3

DISTINCTIONS: Distinguished Teaching Award, UCLA, 2004; Literary Prize: "Lengua de Trapo de Narrativa" for *Tornados*, 1998

SELECTED PUBLICATIONS:

"Los liberales y el pueblo en los escritos autobiográficos de José Somoza." *Studi Ispanici* (2011).

"Spanish Identity: Nation, Myth and History." *Studies in 20th and 21st Century Literature* 33, no. 2 (2009): 204-26.

"Calderón en las trincheras: nacionalismo y estética en el teatro español del XVIII." *Revista Canadiense de Estudios Hispánicos* 33, no. 1 (2008): 159-76.

"Tradiciones inventadas: el liberalismo de Lanuza." *Mester* 37 (2008): 63-80.

"Neoclasicismo y patriotismo en la numancia destruida de López de Ayala." *Dieciocho* 31, no. 1 (2008): 45-64.

Marteen VAN DELDEN, Professor/Chair, Spanish and Portuguese
Ph.D. Columbia University

APPOINTED: 2009

RESEARCH: Mexican Studies; 20th century Spanish American literature; Latin American culture; history of literature; Latin American short story; 20th century Mexican literature

LATIN AMERICAN REGION INTEREST: Mexico, Cuba, Peru, Argentina

OVERSEAS EXPERIENCE: Spain, Mexico

LANGUAGES: Spanish, French, Dutch

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Mexican Literature; Spanish American Essay

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 2

SELECTED PUBLICATIONS:

“Double Itinerary: Narratives of the Revolution in Octavio Paz.” In *The Willow and the Spiral: Essays on Octavio Paz and the Poetic Imagination*, edited by Roberto Cantú, 156-69. Newcastle upon Tyne: Cambridge Scholars Publishing, 2014.

“Carlos Fuentes, Mexico, and the United States.” *PMLA* 128, no. 3 (2013): 723-26.

“Máscaras mexicanas en ‘La región más transparente.’” In *La región más transparente en el siglo XXI: Homenaje a Carlos Fuentes y a su obra*, edited by Georgina García Gutiérrez, 145-58. Mexico City: Universidad Nacional Autónoma de México/Fundación para las Letras Mexicanas/Universidad Veracruzana, 2012.

“Breve retrato de Carlos Fuentes.” *Araucaria: Revista Iberoamericana de Filosofía, Política y Humanidades* 14, no. 28 (2012): 203-08.

Maria Teresa ZUBIAURRE, Assistant Professor, Spanish
Ph.D. Columbia University

APPOINTED: 2005

RESEARCH: 19th and 20th century peninsular literature; comparative literature; gender studies; transatlantic studies; urban studies; cultural studies; Latin American women fiction; Latina and Chicana literature

OVERSEAS EXPERIENCE: Spain, Germany, Mexico

LANGUAGES: Spanish 5, French 4, German 5, Portuguese 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 40%

LAS COURSES: Introduction to Study of Literature: Prose; Literature in the Hispanic World; Hispanic Literature: 1700 to 1898

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 4

DISTINCTIONS: General Teaching Award, University of Southern California, 2003-2004; USC del Amo Faculty Research Grant for Spain, 2004

SELECTED PUBLICATIONS:

El espacio en la novela realista. Paisajes, miniaturas, perspectivas. Mexico City: Fondo de Cultura Económica, 2000.

“Serrillos, sicalipsis y máquinas de escribir: erotismo, exotismo y modernidad en España.” *Romance Quarterly* 52, no. 3 (2005): 197-220.

“About Diurnal Tales and Nocturnal Stories: Ana Rossetti’s Erotic Fiction.” In *P/Herversions: Critical Studies of Ana Rossetti*, edited by Jill Robbins, 183-202. Lewisburg, Pennsylvania: Bucknell University Press, 2004.

THEATER ARTS: 2

José Luis VALENZUELA, Professor, Theater

San Jose State University; Universidad de Tecnologia, Mexico

APPOINTED: 1985

RESEARCH: Performer and director; directing venues include Los Angeles Theater Center, El Teatro de la Esperanza, Mark Taper Forum, Teatro Jorge Negrete

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Contemporary Chicano Theater; Origins & Evolution of Chicano Theater; Directed Individual Studies

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Drama-Logue Award winner for Best Direction, Ensemble and Actor; Funding from the California Cultural and Historical Endowment to renovate the Los Angeles Theatre Center for which the Latino Theater Company received a 20-year lease from the City of Los Angeles, 2006-; Directed the World premiere of *Dementia*, written by Evelina Fernandez, for the Latino Theater Initiative which won the GLAAD Award for Outstanding Theater Production in Los Angeles, 2002-2003

SELECTED PRODUCTIONS:

La Virgen de Guadalupe, Dios Inantzin. Cathedral of Our Lady of the Angels (December 2007)

La Virgen del Tepeyac, Japan American Theater (December 11, 1996)

Latinos, by Earl Shorris, Plaza de la Raza (September 11, 1996)

Directed the World premiere of *Dementia*, Written by Evelina Fernandez, for the Latino Theater Initiative

Edit VILLARREAL, Professor, Theater and Arts; Associate Dean, Academic Affairs

M.F.A., Ph.D. Yale University

APPOINTED: 1986

RESEARCH: Playwright, screenwriter

LANGUAGES: Spanish 5

OVERSEAS EXPERIENCE: Mexico

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 30%

LAS COURSES: Directed Individual Studies

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

SELECTED PRODUCTIONS:

Tracks, commissioned by South Coast Repertory

Marriage Is Forever, commissioned by the Mark Taper Forum

Crazy from the Heart, produced by Yale Repertory Theatre

URBAN PLANNING: 7

Stephen COMMINS, Lecturer, Urban Planning.

Ph.D. in Urban Planning, University of California, Los Angeles

APPOINTED: 1994

RESEARCH CONCENTRATION: Basic service delivery; governance; climate change; disaster management; civil society organizations; disaster risk reduction; government accountability

LATIN AMERICAN REGION INTEREST: South Asia, Southeast Asia, Sub-Saharan Africa

OVERSEAS EXPERIENCE: South Asia, Southeast Asia, Sub-Saharan Africa

LANGUAGES: N/A

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Poverty and Health in Latin America

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 19

DISTINCTIONS: Director of Policy and Planning at World Vision International; Social Policy Specialist for Human Development Network of the World Bank

SELECTED PUBLICATIONS:

"Climate Change and Social Protection in Bangladesh: Are Existing Programmes Able to Address the Impacts of Climate Change?" *DPR* 31, no. 2 (2013).

"Post-conflict Health System Strengthening." In *Conflict and Health*. Open University, 2012.

"Livelihoods, Basic Services and Social Protection in North-Western Pakistan," *SDPI* (2012).

"Towards a Framework for Better Donor Engagement in Fragile Federal States: Lessons from Balochistan," *HLSP* (2012).

Health Systems Strengthening in Fragile States. World Vision Canada, 2011.

"Non-State Providers, the State and Health in Fragile States," *Development in Practice* 20, nos. 4-5.

"Non-State Providers, the State and Health in Fragile States," In *Achieving Education for All through Public-Private Partnerships?: Non-State Provision of Education in Developing Countries*.

"Basic Services Delivery in Conflict Affected and Fragile Areas," UNESCAP regional technical seminar, Local Governance and Basic Services Delivery in Conflict Affected Areas (June 2009).

Leobardo ESTRADA, Associate Professor, Urban Planning

Ph.D. Florida State University

APPOINTED: 1977

RESEARCH: Social planning; survey research; planning for multiple publics; demographic studies; geographic informational systems; ethnic and racial demographic trends, particularly in the Latino population of the southwestern United States; inner city redevelopment; social policy analysis and research methods

OVERSEAS EXPERIENCE: Mexico, Puerto Rico, Chile, Peru, Panama, Dominican Republic, Colombia

LANGUAGES: Spanish 5, Portuguese 5

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Individual Directed Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 18

SELECTED PUBLICATIONS:

"The Politics of the Census: A Reflection of the Dilemmas in U.S. Society." Proceedings of the Joint Canada-United States Conference on Measurement of Ethnicity. Washington, DC: GPO, September, 1993.

"The Dynamic Demographic Mosaic Called America: Implications for Education," *Education and Urban Society* 25, no. 3 (1993).

The Changing Profile of Mexican America: A Sourcebook for Policy Makers. Claremont, CA: Tomas Rivera Center, 1986.

Susanna B. HECHT, Professor, Urban Planning; Member, Latin American Institute Faculty Advisory Committee
Ph.D. University of California, Berkeley

APPOINTED: 1985

RESEARCH: Political ecology; rural development; indigenous development

OVERSEAS EXPERIENCE: Colombia, El Salvador, Peru, Brazil, Mexico, Dominican Republic

LANGUAGES: Portuguese 5, Spanish 5, French 5, German 4, Italian 3

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 60%

LAS COURSES: Housing in Social and Economic Development; Global Environment: Latin American Problems and Issues; Research-Based Development Planning; Rural Development Issues in Brazil; Individual Directed Research: Latin American Topics

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 4

DISTINCTIONS: Distinguished Environmental Historian of 20th century Amazonia; recipient of grants and fellowships from NSF, NASA, MacArthur Foundation, ACLS Guggenheim and the Institute for Advanced Studies

SELECTED PUBLICATIONS:

The Scramble for the Amazon and the "Lost Paradise" of Euclides da Cunha. Chicago: University of Chicago Press, 2013.

"Kayapo Savanna Management: Fire, Soils and Reforestation in a Threatened Biome." In *Amazon Soils: Essays in Honor of Wim Sombroek*, edited by W. Woods. Berlin: Springer Verlag, 2008.

"Globalization and Forest Recovery in Inhabited Landscapes." *Bioscience* 57, no. 8 (2007): 663-72

"Forests, Fields and Family: Women and Children in the Extractive Economies of Acre, Brazil." *Journal of Agrarian Change* 7, no. 3 (2007): 316-47.

Paavo MONKKONEN, Assistant Professor, Urban Planning

APPOINTMENT DATE: 2012

RESEARCH CONCENTRATION: Housing and urban policy; property rights; segregation; public finance

LATIN AMERICAN REGION INTEREST: Mexico, Argentina, Brazil

OVERSEAS EXPERIENCE: Mexico, Argentina, Brazil

LANGUAGES: Spanish, English

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 2

DISTINCTIONS: David C. Lincoln Fellowship, Lincoln Institute of Land Policy, 2012-2013; Aareal Award for Excellence in Real Estate Research, Best Dissertation Category, 2010

SELECTED PUBLICATIONS:

Monkkonen, P., and L. Ronconi. "Land-Use Regulations, Compliance and Land Markets in Argentina." *Urban Studies* 50, no. 10 (2013): 1951-69.

"Housing Finance and Increasing Socioeconomic Segregation in Mexico." *International Journal of Urban and Regional Research* 36, no. 4 (2012): 757-72.

"Medición de niveles y patrones de segregación en el sistema urbano de México." *EURE - Revista Latinoamericana de Estudios Urbano Regionales* 38, no. 114 (2012): 124-46.

"The Demand for Land Regularization: Theory and Evidence from Tijuana, Mexico." *Urban Studies* 49, no. 2 (2012): 270-87.

Edward W. SOJA, Professor, Urban Planning
Ph.D. Syracuse University

APPOINTED: 1972

RESEARCH: Regional and international development; urban political economy and planning theory; comparative studies of regional restructuring in industrial societies

OVERSEAS EXPERIENCE: Brazil, Africa

LANGUAGES: French 4, Spanish 4

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: Individual Directed Research

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 13

SELECTED PUBLICATIONS:

Postmetropolis: Critical Studies of Cities and Regions. Oxford: Basil Blackwell, 2000.

The City: Los Angeles and Urban Theory at the End of the Twentieth Century. Edited by Edward W. Soja and A. J. Scott. Berkeley: University of California Press, 1996.

Thirdspace: Voyages to Los Angeles and Other Real and Imagined Places. Oxford: Basil Blackwell, 1996.

"Postmodern Geographies." In *Now/Here: Space, Time and Modernity*, edited by R. Friedland and D. Boden. Berkeley: University of California Press, 1991.

Michael STORPER, Professor, Urban Planning
Ph.D. University of California, Berkeley

APPOINTED: 1982

RESEARCH CONCENTRATION: Urbanization

LATIN AMERICAN REGION INTEREST: Brazil

OVERSEAS EXPERIENCE: European Union, Brazil, China

LANGUAGES: English, French, Portuguese

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: UP 236A, UP 236B

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 10

DISTINCTIONS: Doctor *honoris causa*, University of Utrecht, The Netherlands, 2008; Major Research Grant, 2008-2010; Haynes Foundation, "Contrasts in Economic Development; Los Angeles and San Francisco, 1970-2007," 2003-2004; most highly cited member of all faculties of urban planning in the USA, (Stiftel study, JCSP 2004, Table 4), 1998-2002; *Who's Who in Economics*, Fourth edition, edited by Mark Blaug and Howard R. Vane, Edward Elgar Publishers, 2003

SELECTED PUBLICATIONS:

The Economies of Cities: Divergent Development of Los Angeles and San Francisco (working title). Stanford University Press.

Keys to the City: How Economics, Institutions, Social Interactions and Politics Shape the Development of City-Regions. Princeton: Princeton University Press.

Institutions, Incentives and Communication in Economic Geography. Stuttgart: Franz Steiner Verlag. Publication of The Hettner Lectures, Heidelberg, 2003.

Latecomers in the Global Economy. Edited by Michael Storper, L. Tsipouri, and S. Thomadakis. London: Routledge.

Chris TILLY, Professor, Urban Planning; Director, UCLA Institute for Research on Labor and Employment
Ph.D. Massachusetts Institute of Technology

APPOINTED: 2008

RESEARCH: Labor markets; inequality; urban development; public policies; labor and employment; retail jobs; informal work; informal worker organizations; new social movements

LATIN AMERICAN REGION INTEREST: Caribbean, South America, Central America

OVERSEAS EXPERIENCE: Caribbean, Argentina, Brazil, Cuba, Haiti, Mexico, Central America

LANGUAGES: Spanish, Portuguese, French

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Participatory Planning for Community Development; Housing and Community Development; Local Economic Development; Research Methods for Economic and Social Development

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 4

DISTINCTIONS: Debs-Thomas-Bernstein Award with Marie Kennedy, Boston Democratic Socialists of America, 2007; Departmental Award for Teaching Excellence, 2004-05; University of Massachusetts Lowell, Certificate of Excellence in Research, Best Article Award in Work, Employment, and Society, 2012

SELECTED PUBLICATIONS:

Tilly, Charles, and Marie Kennedy. "Latin America's 'Third Left' Meets the US Workplace: A Promising Direction for Worker Protection?" *University of California Irvine Law Review*. Forthcoming.

"Beyond 'Contratos de Protección': Strong and Weak Unionism in Mexican Retail Enterprises," *Latin American Research Review*. Forthcoming.

Tilly, Charles and Françoise Carré. "'So far from God, So Close to the United States,' and Yet...: Unexpected Differences in Modern Retail Jobs between Mexico and the United States." *Interventions Économiques/Papers in Political Economy* 47 (2013).

WOMEN'S STUDIES: 2

Aisha FINCH, Assistant Professor, Women Studies

Ph.D. New York University

APPOINTED: 2008

RESEARCH CONCENTRATION: Comparative slavery; transnational black feminism; political and intellectual movements in the African diaspora

LATIN AMERICAN REGION INTEREST: Cuba, Spanish Caribbean

OVERSEAS EXPERIENCE: Cuba, Jamaica, Spain, Senegal, Dominican Republic, France, Ghana, Barbados

LANGUAGES: Spanish and basic French

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Women and Gender in the Caribbean; Introduction to the African Diaspora

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 4

DISTINCTIONS: Scholars Access Program Grant, Center for Research Libraries, 2013; UC President's Faculty Fellowships in the Humanities, 2012; Ford Foundation Postdoctoral Fellowship, 2012; UCLA Hellman Fellowship, Spring, 2011; Institute of American Cultures Research Grant in Ethnic Studies, UCLA, Summer, 2010; Faculty Career Development Award, UCLA, Spring, 2010; Faculty Research Grant, UCLA Council on Research, Spring, 2010; UCLA International Institute Faculty Research Award, Spring, 2010

SELECTED PUBLICATIONS:

Insurgency Interrupted: Cuban Slaves and the Resistance Movements of 1843-1844, book manuscript currently under contract with UNC Press.

"Scandalous Scarcities: Black Slave Women, Plantation Domesticity, and Travel Writing in Nineteenth-Century Cuba," *Journal of Historical Sociology* 23, no. 1 (2010): 101-43.

"'What Looks Like Revolution': Women and the Gendered Terrain of Slave Insurgencies in Cuba, 1843-44," *Journal of Women's History* 26, no. 1 (2014).

Elizabeth A. MARCHANT, Associate Professor, Women Studies and Comparative Literature
Ph.D. New York University

APPOINTED: 1998

RESEARCH: Latin American cultural studies; comparative race and feminisms in the Americas; 19th- and 20th-century Latin American literature and film

LATIN AMERICAN REGION INTEREST: Brazil, Mexico, Argentina

OVERSEAS EXPERIENCE: Brazil, Mexico, Argentina

LANGUAGES: Portuguese, Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 100%

LAS COURSES: Gender Studies 187, Gender Studies 123, Gender Studies 104

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 5

DISTINCTIONS: UCLA Distinguished Teaching Award, 2005

SELECTED PUBLICATIONS:

“Comparative Perspectives on the Black Atlantic.” Edited by Elizabeth A. Marchant and Jossianna Arroyo.
Comparative Literature Studies 49, no. 2 (2012).

"National Space as Minor Space: Afro-Brazilian Culture and the Pelourinho." In *Minor Transnationalisms*,
edited by Françoise Lionnet and Shu-mei Shi, 301-315. Duke University Press, 2005.

Critical Acts: Latin American Women and Cultural Criticism. University Press of Florida, 1999.

WORLD ARTS & CULTURE: 3

Donald COSENTINO, Professor, World Arts and Cultures

Ph.D. University of Wisconsin-Madison

APPOINTED: 1979

RESEARCH: Black Atlantic oral narrative traditions, myths, rituals and popular cultures

OVERSEAS EXPERIENCE: Haiti, Nigeria, Sierra Leone, Cuba, Brazil

LANGUAGES: Kreyol 3, French 2, Italian 2, Spanish 2, Mende 2, Xhosa 2

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Afro-Caribbean Ritual Arts: Voodoo & Santeria

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 9

SELECTED PUBLICATIONS:

Defiant Maids and Stubborn Farmers: Tradition and Invention in Mende Story Performance. Cambridge:
Cambridge University Press, 1982/2007.

“Sande Society Stories,” In *Art from Africa: Long Steps Never Broke a Back*, edited by Pat McClusky.
Princeton University Press, 2002

“Exit Laughing: Death and Laughter in Los Angeles and Port au Prince.” In *Of Course*. Utah University
Press, 2003.

“Mende Oral Narrative Traditions,” *Encyclopedia of African Folklore*, 2003.

David DELGADO SHORTER, Associate professor, World Arts and Culture

Ph.D. University of California Santa Cruz

APPOINTED: 2008

RESEARCH: Yoeme (Yaqui) religious traditions; ethnography; colonial theory; cultural studies; performance studies; indigenous “webrepresentations”

OVERSEAS EXPERIENCE: Mexico

LANGUAGES: Spanish

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 50%

LAS COURSES: Introduction to Field Based Research Methods; Myth, Magic, and the Mind; Aliens, Psychics, and Ghosts; Indigenous Religions

DISTINCTIONS: Institute of American Cultures Faculty Research Grant, University of California Los Angeles, 2011; Chicago Folklore Prize for the Best Book of 2009-2010, University of Chicago and the American Folklore Society, 2010; Top Book in Southwest Studies for 2010, Pima County Public Library, 2010

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: 2

SELECTED PUBLICATIONS:

Review of “Huichol Territory and the Mexican Nation: Indigenous Ritual, Land Conflict, and Sovereignty Claims.” By Paul Liffman. In *Journal of Folklore Research Reviews* (2011).

Delgado Shorter, David, and Felipe S. Molina. Review of “Yaqui Homeland and Homeplace: The Everyday Production of Ethnic Identity.” By Kirstin C. Erickson. In *Journal of Folklore Research Reviews* (2009).

Review of “Wings in the Desert: A Folk Ornithology of the Northern Pimans.” By Amadeo M. Rea. In *Journal of Folklore Research Reviews* (2008).

Patrick POLK, Curator of Latin American and Caribbean Popular Arts, Fowler Museum; Department of World Arts & Cultures

Ph.D. University of California, Los Angeles

APPOINTED: 2000

RESEARCH: Folk art; material culture; popular culture; religion; African diaspora

LATIN AMERICAN REGION INTEREST: Caribbean, Haiti, Brazil

OVERSEAS EXPERIENCE: Haiti, Brazil

LANGUAGES: Spanish, Portuguese

PERCENT TIME DEVOTED TO LATIN AMERICAN STUDIES: 25%

LAS COURSES: N/A

THESES AND DISSERTATIONS SUPERVISED IN LAST 5 YEARS: N/A

DISTINCTIONS: Co-director (with Andrew Apter), Transforming the Humanities Mellon Grant in Black Atlantic Studies, UCLA, 2008-2010; Visiting Research Scholar, Institute of Signifying Scriptures, Claremont Graduate University, 2006

SELECTED PUBLICATIONS:

Polk, Patrick. ed. *Sinful Saints and Saintly Sinners at the Margins of the Americas*. Los Angeles: Fowler Museum, 2014.

Haitian Vodou Flags. Jackson: University Press of Mississippi, 2011.

Conjurers, Healers, and Hoodoo Doctors: Readings on African-American Magic and Folk Medicine. Urbana-Champaign: The University of Illinois Press, forthcoming in 2015.

LIBRARY STAFF - LATIN AMERICAN INSTITUTE (LAI) & YOUNG RESEARCH LIBRARY (YRL)

Ruby GUTIERREZ

Associate Editor, Hispanic American Periodical Index, LAI

PERCENT TIME DEVOTED TO LATIN AMERICAN INSTITUTE PROJECT: 100%

Orchid MAZURKIEWICZ

Editor, Hispanic American Periodical Index, LAI

PERCENT TIME DEVOTED TO LATIN AMERICAN INSTITUTE PROJECT: 100%

Jennifer OSORIO

Interim Librarian for Latin American Studies and Spanish/Portuguese; Asian American Studies Department: UCLA Young Research Library (YRL)

PERCENT TIME DEVOTED TO LATIN AMERICAN INSTITUTE PROJECT: 100%

PETER PETRO

Sales/Editorial Assistant, Hispanic American Periodical Index

PERCENT TIME DEVOTED TO LATIN AMERICAN INSTITUTE PROJECT (ADMINISTRATION): 100%

Yeisi PINOCHET

Information architect, Hispanic American Periodical Index

PERCENT TIME DEVOTED TO LATIN AMERICAN INSTITUTE PROJECT (ADMINISTRATION): 100%

Daniel SCHOORL

Associate Editor, Hispanic American Periodical Index, LAI

PERCENT TIME DEVOTED TO LATIN AMERICAN INSTITUTE PROJECT: 100%

LATIN AMERICAN INSTITUTE STAFF

David E. ARRIAZA

Assistant Director, Latin American Institute

PERCENT TIME DEVOTED TO LATIN AMERICAN INSTITUTE PROJECT (ADMINISTRATION): 100%

Cynthia GOMEZ

Outreach Coordinator, Latin American Institute

PERCENT TIME DEVOTED TO LATIN AMERICAN INSTITUTE PROJECT (ADMINISTRATION): 100%

Nancy GÓMEZ

Program Representative, Latin American Institute

PERCENT TIME DEVOTED TO LATIN AMERICAN INSTITUTE PROJECT (ADMINISTRATION): 100%

Marcelo JATOBA

Publications Assistant, Latin American Institute

PERCENT TIME DEVOTED TO LATIN AMERICAN INSTITUTE PROJECT (ADMINISTRATION): 100%

Hali PINEDO

Work study, Latin American Institute

PERCENT TIME DEVOTED TO LATIN AMERICAN INSTITUTE PROJECT (ADMINISTRATION): 100%

Kevin TERRACIANO

Director, Latin American Institute

Professor History Department (see p. C-44)

PERCENT TIME DEVOTED TO LATIN AMERICAN INSTITUTE PROJECT (ADMINISTRATION): 100%



Appendix D:
NRC Performance Measure Forms

1. Project Goal Statement: Increased Language Proficiency in LatAm LCTLs									
2. Performance Measures	3. Activities	4. Data	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Increase number of course offerings in LCTLs	<ul style="list-style-type: none"> • offer Professional Portuguese course through LAS • offer advanced Quechua course through S&P • offer AY Nahuatl instruction (LAS) with Western Alliance for Nahuatl (WAN) partners 								
Create curricular materials for LCTLs	<ul style="list-style-type: none"> • translate existing Spanish Language materials for Nahuatl, enhanced by experts affiliated with WAN; create OPI for testing • support creation of materials for advanced Quechua • support HL curricular development by NHLRC 								
Provide pedagogical training for indigenous-language LCTL teachers	<ul style="list-style-type: none"> • support STLILLA symposium on Indigenous Languages • support Summer Nahuatl workshop with WAN & Yale • support CWL programs, including HL pedagogy training by NHLRC 								
Increase language proficiency for intermediate and advanced students in LCTLs	<ul style="list-style-type: none"> • FLAS funding • offer Professional Portuguese • offer advanced Quechua 								

1. Project Goal Statement: Increased Number of Educators Who Have the Training and Resources to Incorporate LatAm Studies Content into the K12 Curriculum								
2. Performance Measures	3. Activities	4. Data	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
Increase number of educators who participate in LAI Teacher Training Programs	<ul style="list-style-type: none"> • develop multiple teacher training opportunities throughout the year • recruit pre-certified and in-service teachers from CSULA and UCLA TEP program to attend teacher training workshops 							
Increase the number of pre-certified and in-service teachers exposed to LAS curriculum for the classroom	<ul style="list-style-type: none"> • collaborate with Center X of UCLA GSE&IS to infuse LatAm content into modules on literacy and language, and social studies • create LatAm component for TEP course "Culture of Emphasis" • organize annual symposium with faculty and TEP student teachers to discuss best practices for the classroom 							
Increase the number of K-12 teaching materials and resources on LatAm	<ul style="list-style-type: none"> • work with UCLA Lab & Comm. School teachers to introduce Mesoamerica lesson plan into 6th grade curriculum on Ancient Civilizations • contribute faculty expertise to AP Spanish class at Community school • develop materials and disseminate lesson plans related to LAI workshop topics 							

1. Project Goal Statement: Expanded Access to Teaching and Research on Latin America, Particularly to MSIs and CCs								
2. Performance Measures	3. Activities	4. Data	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
Increase number of courses and programs at CA community colleges that infuse area studies into the curriculum	<ul style="list-style-type: none"> • UCLA NRC/Int. Studies Partnership with CA Community Colleges provide mini grants for CC faculty to develop intl studies courses • create working Group of UCLA and CC campus leaders 							
Increase awareness of Int. Education and Study Abroad opportunities among CC and MSI students	<ul style="list-style-type: none"> • organize annual workshop with Int. Institute for CSULA students • provide orientation counseling and materials to prospective CC students about UCLA IDP courses, majors, and opportunities 							
Expand outreach activities to the greater community	<ul style="list-style-type: none"> • partner with Los Angeles Museums and other outreach programs for public events on LatAm 							
Increase access to UCLA Library resources to local scholars	<ul style="list-style-type: none"> • reserve a number of library summer research grants for MSI and CC faculty 							
Promote learning about area studies at MSI partner institutions	<ul style="list-style-type: none"> • create working group on MesoAmerica (Mexico & Central America) with CSULA faculty and students to present and publish research findings jointly 							

1. Project Goal Statement: Increased Opportunities for LatAm Scholars to Share Interdisciplinary Area Studies Research with the UCLA Campus and Surrounding Communities								
2. Performance Measures	3. Activities	4. Data	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
Increase opportunities for scholars to engage in collaborative projects on LatAm	<ul style="list-style-type: none"> • enable working groups of faculty from different disciplines to collaborate on research projects • require groups to present their findings to the public 							
Provide public forums for LatAm scholars to share their research with various constituents	<ul style="list-style-type: none"> • support interdisciplinary conferences • sponsor a LatAm Public Talks Series, involving multiple departments, professional schools, and scholars from other institutions 							
Promote Professional School public events on LatAm	<ul style="list-style-type: none"> • collaborate with LABA and CIBER to support annual student-led conference on business and economic development in LatAm 							
Strengthen UCLA Library and expand access to scholarly resources	<ul style="list-style-type: none"> • support digitization projects • support LatAm bibliographer's travel to attend professional meetings and to acquire materials • support purchase of materials for new teaching and research 							